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ABSTRACT

The primary data gathering instrument for Project EDNEED (Empirical Determination of Nationally Essential Educational Data) is contained in this second five-volume final report. The instrument consists of a list of questions and associated informational elements grouped into 18 files, and can provide a basis, used as a preliminary source book, for the development of vocational education information needs assessment studies at the state and local levels. File content and structure are addressed to public vocational education, covering only those students, curriculum, staff, property, and expenditures directly associated with public controlled vocational education. The files include the following categories: Vocational curriculum and instructional characteristics; vocational curriculum expenditures by activities, by local assignments, and by object; vocational student characteristics; characteristics of the vocational completer/early leaver; local education agency (LEA) vocational staff member characteristics; LEA vocational property characteristics; local school characteristics; LEA characteristics; characteristics of the LEA vocational service area; vocational education characteristics of the state education agency (SEA); SEA vocational expenditures by activities, by assignment, and by object; SEA vocational staff characteristics; SEA vocational property characteristics; and general characteristics of the state. Key definitions are appended. (TA)

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DATA NEEDS IN VOCATIONAL EDUCATION

Volume II Project EDNEED Classification of Information

D. W. Drewes, J. T. Nerden, G. W. Porter

FINAL REPORT VOLUME II

Project No. V0306VZ

"The Development of a Minimal Information System to Satisfy the Needs of Selected User Groups"

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G. William Porter

Center for Occupational Education
North Carolina State University
Post Office Box 5096
Raleigh, North Carolina 27607

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Of these agencies, the U. S. Office of Education and particularly the Bureau of Occupational and Adult Education deserves special mention. Personnel from every division in the Bureau were involved in some way in the project. Input into major project decisions in the form of advice and counsel is gratefully acknowledged from Deputy Commissioner William F. Pierce, Associate Commissioner Charles H. Buzzell, Division Director Howard Hjelm, Branch Chief Glenn Boerrigter and especially from Jack Wilson, Project Monitor.

Finally, appreciation is gratefully extended to the former Project Director, Dr. Robert L. Morgan, and to the more than thirty present and former Center for Occupational Education staff members, without whose efforts and dedication the project could not have been brought to fruition.

G. William Porter
Project Director

PROJECT SUMMARY

Purpose and Objectives

EDNEED I was conceived as an important first step toward the development of a basic information system for vocational education. The project had three purposes: (1) to determine, empirically, the extent to which selected data questions represent the vocational education informational needs of users at the national, state and local levels; (2) to prioritize the data questions according to their degree of relative importance across levels and within levels by use category (planning, operation, evaluation, finance and budgeting, reporting requirements, public information); and (3) to determine similarities in information needs across levels and use categories.

The central premise of the project was that once the information needs were determined and prioritized, a basic core of data questions and associated information elements could be empirically derived which would meet the shared informational needs of the three levels on a priority basis. The size and composition of the core would be a function of the need priority and the amount of resources available for allocation.

The three project purposes were translated into four operational objectives, each of which served to identify a milestone phase of the project. The phases and their accompanying operational objectives are as follows:

Phase I - To identify important questions in vocational education and those information elements necessary to provide answers to the questions.

Phase II - To refine the data questions and information elements (identified in Phase I) through the involvement of selected national user groups; to define each information element; and to collect data on national needs.

Phase III - To determine empirically the relative need for each of the data questions (by use category) through ratings by representative state and local data users. To further review and critique the questions and information elements and to identify and provide recommendations for the resolution of problems and issues associated with the future development of a national vocational education information system.

Phase IV - To analyze the ratings to determine priority data needs across levels (local, state and national) and uses (planning, operation, evaluation, finance and budgeting, reporting requirements and public information). To produce a final report of the results.

Procedures

The major steps in each of the four phases are shown graphically in Figure 1. In Phase I, two approaches to the identification of sources were utilized: first, a literature review and second, direct visitation to various potential user groups. Over 100 individuals representing more than 50 national, state and local agencies and organizations who were expected to have needs for vocational education data were contacted in an effort to identify recurring questions at administrative and policy-making levels. A secondary purpose of the agency contacts was to explain the project and secure the support of agency representatives for subsequent

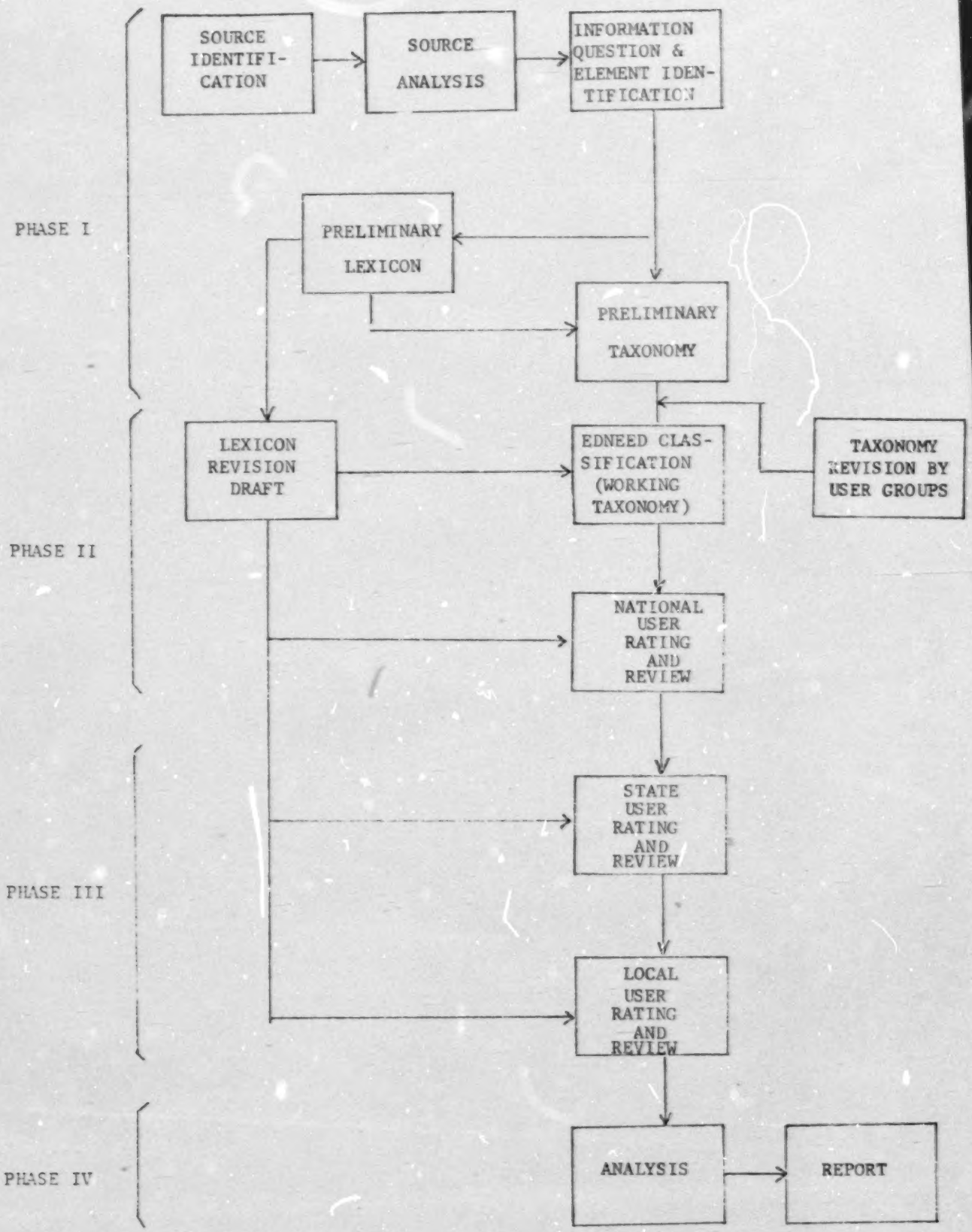

Figure 1. Products and Procedures by Phase

participation in Phase II. To facilitate this purpose a 35mm slide presentation was developed and used widely to disseminate information about the project.

As questions were identified, each was analyzed to determine those information elements from various sources which if known, could serve to answer the questions. Broad questions were broken down into components which could be answered by a single information element or group of information elements. Thus, whether a state provided for, or emphasized, one or more of the many types or levels of vocational education, the information elements were designed to allow for full coverage of elementary, secondary, postsecondary, adult, handicapped, disadvantaged and other specialized offerings.

A detailed taxonomy of information elements of potential utility to national, state and local user groups (an interim report) was prepared and was ready for in-house review in late January, 1975. This draft document, entitled "Project EDNEED: Preliminary Taxonomy for the Development of a National Vocational Information System," consisted of 20 informational files. A file was defined as a collection of similar information elements. The files were in turn organized into five parts or classes to reflect the organizational structure of the vocational education delivery system. Following a rigorous in-house review, the "Preliminary Taxonomy" was delivered in Phase II to representatives of six user groups selected for their centrality to vocational education data needs. An abundance of suggestions were received, focusing mainly in two areas (a) changes in the structure and organization of the document and (b) addition of data questions and information elements.

As a result of this review by the six selected national agencies, an intensive effort was mounted by Center staff to incorporate the suggestions into a completely revised taxonomy in time for review, rating and checking by the conference of national users scheduled for mid-March in Annapolis, Maryland. The revised document was entitled Project EDNEED: Classification of Information for the Development of a National Vocational Information System and comprised Volume II of the Project EDNEED Final Report. Referenced hereafter as the Classification document or the EDNEED Classification, this revised document differed substantially from the original "Preliminary Taxonomy." The five-part division was replaced by a four-level division with connecting files, making the aggregation potential more explicit. The number of files was reduced from 20 to 18, and nearly 100 new information elements were added. The most striking change, however, occurred as a result of the arrangement of the information elements as subtopics or possible answers to data questions. Thus, the conference edition of the EDNEED Classification included 323 questions as well as 2340 information elements. For each of the 323 questions, respondents were asked to check whether or not their agency presently asked the question or would ask it if the information were available. If a respondent checked either of the above, he/she was then asked to indicate (on a six-point scale ranging from "no importance" through "critical importance") how important the question was for each of six use categories: planning, operations, evaluation, finance and budgeting, reporting requirements and public information. The raters were further asked to indicate for each question checked, those information elements associated with that question that were needed to answer the question.

An ongoing effort was maintained during Phases I and II to produce a Lexicon of definitions of key terms used in describing the data questions and information elements. Draft copies of the revised Lexicon were available for use by the national data users at the Annapolis Conference as well as for subsequent conferences in Phase II. Production of the report of that conference marked the end of Phase II.

Phase III consisted of three similar conferences, one for state level user group representatives and two for local level users. As at the national level, state and local conferees were presented with the EDNEED Classification document in advance of the conference and asked to check those data questions needed and to rate each one checked according to its importance for each of the six use categories indicated previously. At each of the conferences, participants were asked to make suggestions and recommendations in three areas: (a) the adequacy of the Classification document; (b) the identification of problems and issues to be encountered in the development of a basic vocational education data system; and (c) the generation of solutions to the problems. Detailed reports of all four conferences are contained in Volume IV of the EDNEED Final Report.

Phase IV consisted of the completion of the conference reports, the design of a plan for the analysis of the data generated by the rating and checking process, the analysis of the data and the production of a five-volume final report. Entitled Data Needs in Vocational Education, each volume of the final report is subtitled as follows:

Volume I Summary of Procedures and Results

Volume II Project EDNEED Classification of Information

Volume III Project EDNEED Lexicon

Volume IV Issues and Recommendations
Reports of the EDNEED Conferences

Volume V Data Analysis: Procedures and Results.

For more detailed information about any aspect of the study, the reader is referred to the appropriate volume.

Findings and Results

Although summarized in detail in Volume I, the results of the project are reported in Volumes IV and V. Only the highlights are presented here.

- A national system for vocational education data collection with emphasis on uniformity of data and format is critically needed.
- Standardized national definitions for data elements must be of the highest priority.
- A national data system will require federal funding and support.
- "Change" must be incorporated as a characteristic for any vocational education data system. Additions and deletions of data will be constant.
- The extent to which data will be used, by whom, and for what purpose must be established early, as well as the locus of control and physical location of the system.
- There appears to be little coordination among existing data systems, or among data producers and data users.
- Consideration must be given to the already heavy "data burden" on state and local education agencies. Statistically sound sampling is an alternative worth exploring in this regard.
- State vocational education agencies are both data producers and data users. The data burden problem falls most heavily on

their shoulders and they appear reluctant to become involved in activities which might increase the burden.

- A definitive study of data sources now in place is crucial. Any national data system should be designed to use every available data source. Only data which are highly needed but not currently available should be added.
- A national data system should provide a means for ensuring that data aggregated upward from local education agencies could be directed back to them in a timely and meaningful way. Local administrators indicated that this is often not the case at present, even with their own state MIS's.
- Vocational educators must learn to measure fitness for employment of graduates and early leavers in terms of their acquired and demonstrable competencies rather than in terms of courses taken and hours spent in classrooms, labs and shops. Such measurement data in a system could provide a basis for accurate studies of the costs of instruction vs. the benefits of placing people in employment.
- Local education agency data users have a greater need for curriculum information than either national or state users.
- State users have less need for data on student characteristics than either national or local users.
- Local data needs are more congruent with a national orientation than a state orientation.
- State data needs are more congruent with a national orientation than with a local orientation.
- National data needs are more congruent with a local orientation than a state orientation.

- Information on the characteristics of the curriculum and instrucational processes was the most important category of information need across all levels and uses.
- Information concerning the characteristics of vocational program completers and early leavers was the most important category of informational need over all uses at the national level.
- Information on the characteristics of the curriculum and instructional processes was the most important category for both local and state users over all uses.
- There is a distinct demand at all levels for data descriptive of vocational education at the "grass roots." At all levels, users are most interested in knowing who is being served, what they are being served, and what happens as a result of their being served.
- National data needs for planning, evaluation, reporting requirements and public information are distinct from national needs for operations and finance/budgeting data.
- State data needs for planning, operations, finance/budgeting and reporting requirements differ from state data needs for evaluation and public information.
- Local needs for data appear to be relatively consistent across all uses.

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1. File Organization 4

OVERVIEW

Project EDNEED is funded by the United States Office of Education under Part C of the Vocational Education Act. The purposes of this project are: (1) to determine the informational elements which satisfy the shared vocational education informational needs of national, state and local user groups; (2) to prioritize the derived information elements according to the degree of shared importance across user groups; and (3) to determine similarities in informational needs across user groups. The determination of priorities based on common user needs represents the first step toward the future development of a basic Vocational Education Data System.

Project EDNEED is divided operationally into four phases: (1) the identification of data questions and those information elements that will answer the questions; (2) the refinement of the format of the data questions and informational elements; (3) the determination of the importance and use of the questions and the informational elements needed to answer each question by user groups; and (4) the analysis of the results and the production of a final report.

The emphasis throughout the study is to insure that the priorities attached to questions and informational elements are reflective of user needs. In the first phase, an initial pool of questions and information elements were identified through personal contacts with user groups and review of secondary sources including the NCES Handbook Series, Common Core of Data, Project Baseline, Vocational Education Legislation, Office of Education Vocational Data Collection Forms, State Vocational Education Data Collection Forms, publications of the American Vocational Association and other professional vocational education organizations, reports of Congressional hearings and census publications. The prime reference sources were the handbooks developed under the aegis of the National Center for Educational Statistics because (1) they contain a wealth of materials of value in an analysis of education informational needs; (2) they represent a cooperative federal-state effort to improve the quality of educational data.

In the second phase of the project, six organizations centrally involved with vocational education at the national level reviewed the information elements for adequacy of scope and sufficiency of detail, breadth and depth. Completion of the second phase requires an intensive review and critique of the questions and associated information elements by a wide spectrum of agency representatives, authorized to speak to the vocational informational needs of their constituencies.

Designated representatives of some 40 agencies sharing a common interest in vocational education have been invited to participate in a working conference on Determination of Nationally Essential Educational Data scheduled in Annapolis, Maryland, March 16-18, 1975.

The purposes of this conference are three-fold:

1. To review and critique the assembled questions and informational elements. In fulfilling this purpose, it is anticipated that the conference should determine:
   a. whether the information in the classification adequately reflects the need for information concerning vocational education as expressed by education, government, business and industry spokesmen;
   b. whether the informational elements are clearly and understandably stated;
   c. whether informational elements should be added, deleted, reworded, or modified; and
   d. whether the structure of information is adequate. If not, how should it be modified?
2. To identify issues and problems associated with the design, inauguration and operation of a nationwide system of vocational education information.
3. To provide recommendations as to how the issues and problems identified may be resolved, with special emphases on:
   a. the steps needed to insure that a national vocational education information system is responsive to the special needs of constituency groups;
   b. methods of interfacing a national system with already existing data systems so as to maintain the integrity of the information with minimum restructuring of existing systems;
   c. currently existing sources of information not previously identified which could be utilized; and
   d. improved use of information in policy formulation and evaluation.

Classification Structure

The major input to the conference is a list of questions and informational elements required to answer these questions. Questions were included under the assumption that information needs can be more validly assessed when presented as answers to important questions than when presented as a "laundry list" of choices. These questions and associated informational elements were grouped into eighteen files. Each file represents a class of related informational

elements about a topic, e.g., staff, property, students. In the files, informational elements are referred to as characteristics of the file topics, i.e., staff characteristics, property characteristics, student characteristics.

The files follow the hierarchial organization of public education. That is, there are files pertaining to the curriculum, the school, the local education agency and the state education agency. The logical structure of the file organization is depicted in Figure 1. It is important to note that curriculum is the "link-pin" in that students, LEA staff and LEA property are linked through the school to the curriculum in which the student is enrolled; the staff assigned to that curriculum; and the property allocated to that curriculum. Since a student is enrolled in at least one curriculum, a curriculum is located in a school, a school is attached to a local education agency (LEA), and a local education agency is situated in a state, it is possible to aggregate all information upwards from the student to the state level.

The files will be briefly described on the following pages. A list of key definitions is presented in the Appendix to facilitate understanding of the file content and the logic inherent in the file structure. It is important at this point to emphasize that the file content and structure is addressed to public vocational education. Thus, the files cover only those students, curriculum, staff, property, and expenditures directly associated with publicly controlled vocational education. The selection of expenditure accounting as opposed to accural accounting reflects the historical preference of education for expenditure accounting.

File 1: Vocational Curriculum and Instructional Characteristics

Refers to characteristics descriptive of a specific vocational education curriculum in a specific school (e.g., auto mechanics). Characteristics include the identity of the curriculum in terms of its location, program area (e.g., Trade and Industry or Home Economics), program level (e.g., elementary, secondary, postsecondary, adult or other); accrediting and approval status; entrance and completion requirements; the planned instructional outcomes; instructional media and methods; procedures for evaluating outcomes; occupations trained for in the curriculum; and post-school outcomes. Also included are characteristics of buildings utilized by the curriculum; staff allocated to the curriculum; expenditure information and curriculum advisory committees information.

File 2: Vocational Curriculum Expenditures by Activity

Refers to the expenditures for a specific curriculum in terms of the activities staff members perform in carrying out their assigned responsibilities in a secondary, postsecondary, adult or special vocational facility. Included are expenditures for classroom, laboratory, and related technical instructional activities that support instruction such as administration,

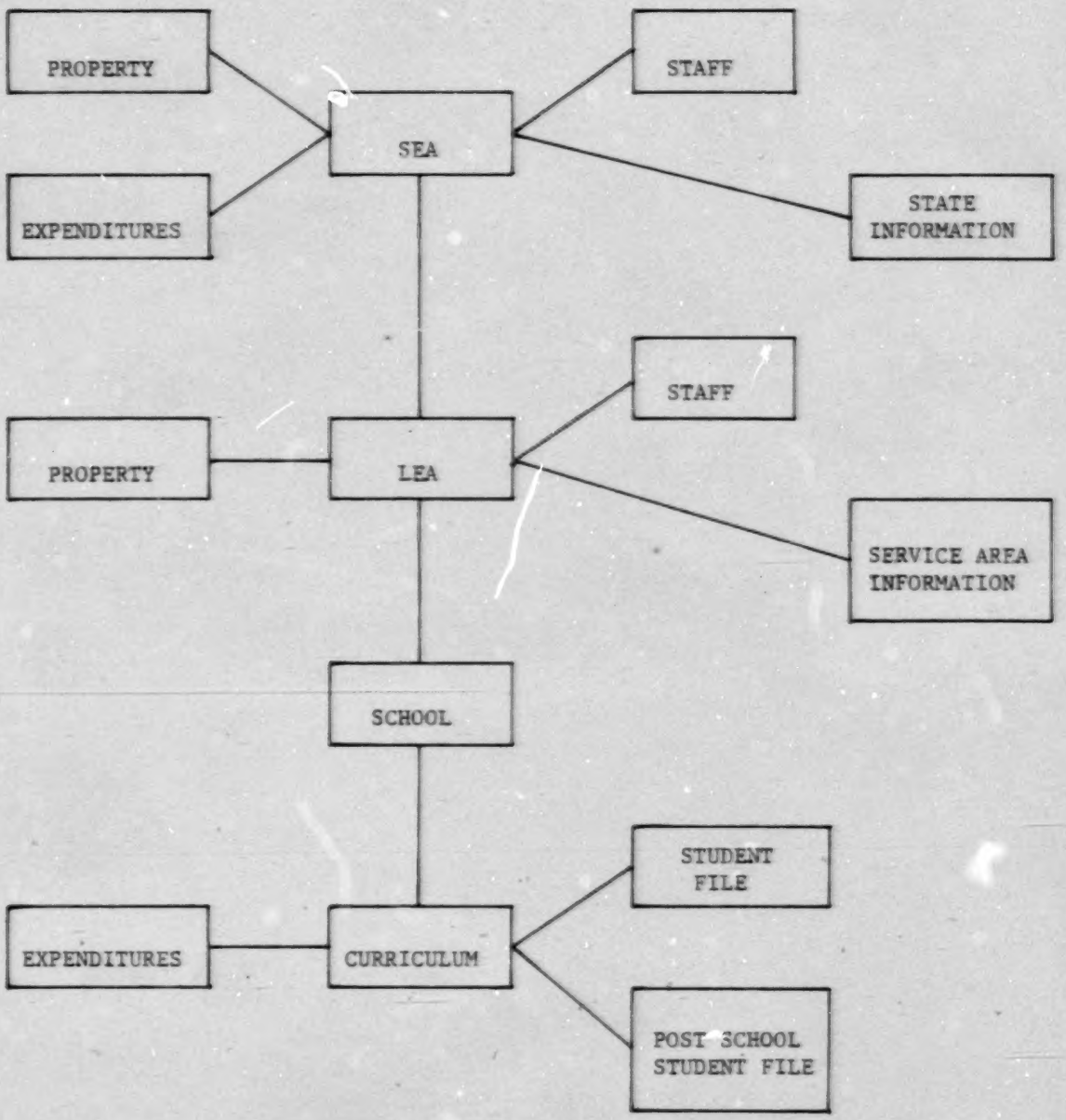

Figure 1. File Organization

counseling and guidance, and curriculum development. While not expenditures in the strictest sense, transfer payments such as student stipends, employer reimbursements and payments to other LEAs are included for completeness. Debt service expenditures allocated to the curriculum are also included.

File 3: Vocational Curriculum Expenditures by Local Assignments

Refers to the expenditures for a specific vocational curriculum in terms of the duty assignments performed by local vocational education staff. Major assignment classifications include instruction, administration, instructional and pupil support services, and community support. Expenditure information includes transfers and debt reduction.

File 4: Vocational Curriculum Expenditures by Object

Refers to the expenditures for a specific curriculum in terms of such objects of expenditure as salaries, employee benefits, purchased services, supplies and materials, equipment, Land and buildings. Also includes the expenditures for the debt service and transfer payments.

File 5: Vocational Student Characteristics

Refers to the characteristics of a specific vocational education student. Characteristics include age, racial and ethnic origins, cultural background, socioeconomic background, physical condition, curriculum enrollment membership and attendance data, test information, future education and career intentions and employment history while in school.

File 6: Characteristics of Vocational Completer/Early Leaver

Refers to the characteristics of completers and/or early leavers from vocational education curricula. Included are those who graduate and those who withdraw from school prior to completion of the curriculum. Includes characteristics regarding current status, e.g., employed, going to school, military, etc. Employment information includes such items as current employment status, earning on his past and current job, and current employer's evaluation of job performance.

File 7: Local Education Agency Vocational Staff Characteristics

Refers to the characteristics descriptive of vocational education staff. Includes personal characteristics such as age, sex, and marital status; level of education; credentials held; work experience; educational experience; position title; activities performed; curriculum assignment; and such other job-related characteristics as salary, fringe benefits, etc.

File 8: Local Education Agency Vocational Property Characteristics

Refers to the characteristics of the property used in the conduct and/or support of vocational education in a school or LEA. Includes such factors as location of site; ownership of site; cost of site; uses made for vocational purposes; numbers of buildings on the site and their instructional characteristics. Also included is information concerning equipment, supplies and materials located on the site(s) and their allocation to curricula.

File 9: Local School Characteristics

Refers to the characteristics of a school conducting vocational education. Characteristics include the type of school by grade (elementary, high school, postsecondary) and by program offering (e.g., comprehensive high school); students served by the school; the curricula offered; school entrance requirements; characteristics of vocational staff assigned to the school; facilities of the school used for vocational purposes; available school support services; school expenditures; community school relations; and curricular information aggregated over vocational education curricula.

File 10: Local Education Agency Characteristics

Refers to the organizational characteristics of the public agency having administrative control and direction of vocational education. Contains such characteristics as number of schools operated; organizational structure of vocational education; vocational curricula offerings; total LEA staff and facilities; total student enrollment in vocational curricula; expenditures; community relations; and cooperative arrangements with external agencies.

File 11: Local Vocational Education Service Area Characteristics

Refers to the geographic area served by the LEA in terms of target population characteristics, the geographic coverage of vocational curricula, the employment characteristics of the population, and opportunities for employment. Also included are general economic characteristics, educational characteristics and other specialized information related to the service area.

File 12: Vocational Characteristics of State Education Agency

Refers to characteristics of the state agency having legal responsibility for the administration of vocational education. Characteristics include the total expenditures by federal, state and local sources for vocational education; methods used for allocating federal and state funds for vocational education to LEAs; total state enrollments, expenditures, completers/early leavers and staff related to the statewide vocational education program. Includes also aggregate LEA data as described in the LEA files.

File 13: State Education Agency Vocational Education Expenditures by Activities

Refers to the state level expenditures in terms of activities performed by state vocational education personnel in carrying out their specific job duties. Included are expenditures for general management activities, planning and research activities, improvement and approval of program activities, support services activities, agency operated schools activities, institution and consultation services activities, and nonprogrammed charges and debt services.

File 14: State Education Agency Vocational Education Expenditures by Assignment

Refers to the vocational education expenditures of a state education agency in terms of the duty assignments of the staff responsible for the state vocational education effort. Major assignments include instruction and instructional support, pupil support, administration support, and community support.

File 15: State Education Agency Vocational Education Expenditures by Object (Service or Commodity)

Refers to and describes the expenditures by the state agency by object and expenditure. Includes expenditures for such services and commodities as SEA staff salaries and benefits; supplies and consumable materials; equipment; land and buildings; purchased services such as printing and binding; transportation costs; and telephone charges. Grants and subsidies to local education agencies and other educational segments of the state system are included for completeness.

File 16: State Education Agency Vocational Education Staff Characteristics

Refers to the characteristics of a state level staff member responsible for vocational education. Includes such biographical characteristics as sex, age, race, and physical condition. Also included are those characteristics that describe the professional education; educational experience; work experience related to the occupations offered within vocational education; credentials; salaries; employment status; position assignment; activity allocation; and source of funds used to support vocational staff members.

File 17: State Education Agency Vocational Education Property Characteristics

Refers to the property utilized by the SEA in the conduct and service of statewide vocational education. Includes characteristics of the property that describe the ownership of the property; its location geographically; costs of sites; acreage; condition of buildings on sites; areas within buildings; information on rooms (shops, classrooms, laboratories), equipment and library books. Also included is information on the allocation of state property by staff activities, staff assignments, program level and program area.

File 18: General Characteristics of the State

Refers to characteristics generally descriptive of the state as a geo-political entity. Included are population characteristics; vital statistics (e.g., births and deaths); households information (e.g., numbers and sizes); employment characteristics (e.g., opportunities, labor supply and demand); educational characteristics; economic characteristics of state government; local revenue bases for schools; and information on the availability of training slots external to vocational education.

INSTRUCTIONS FOR ASSESSMENT OF AGENCY NEEDS FOR
VOCATIONAL EDUCATION INFORMATION

Each conference participant is expected to assess his agency's needs for vocational education information. In order to have ample opportunity to become familiar with the file structure and content, each participant is asked to complete the agency needs assessment prior to attending the conference.

Each file begins with a major content question termed File Question. File questions are broadly stated questions regarding characteristics of vocational education staff, property, students, curriculum, etc. Within each file there are subordinate questions termed Data Questions that address a more specific area. Numbered Subfile Descriptors follow next. The subfile is a class of information elements that will answer the data questions. Information elements are those specific items needed to answer the data questions.

The steps in completing this needs assessment instrument are as follows:

Step 1. Fill out the background information form, then turn to File 1.

Step 2. Read the file question and indicate by a check in one of the left-hand columns if either: (a) your agency presently asks the question, or (b) your agency would ask the question if the data were available. If neither of the columns is checked, this indicates that your agency does not have a need for information listed within that file. If your agency does not have need for any information in a given file, turn to the next file and continue.

Step 3. If you have checked a need for information in a file, then for each data question in that file, check in one of the left-hand columns if either: (a) your agency presently asks the question, or (b) your agency would ask the question if the data were available. If neither of the columns is checked, this indicates that your agency does not have a need for the information required to answer that data question. If your agency does not have a need for the information required to answer the question, go on to the next data question in the file.

Step 4. For each data question that is checked as being asked or that would be asked, rate the subfile descriptor on each of the six informational USES on the right of the page according to the importance of that use. Enter a rating from "1" to "6" as defined in the RATING SCALE according to your evaluation of the IMPORTANCE OF THE INFORMATION TO YOUR AGENCY NEEDS. If the information is not needed for a specific USE, leave the space blank.

NOTE: If you have checked a data question as instructed in Step 3, at least one USE category must receive a numerical rating. Only USES are to be rated numerically; check marks (✓) should be used in all other situations requiring response.

Step 5. For each subfile descriptor that is rated, check the listed information elements that are NEEDED by your agency to answer the data question.

Step 6. Continue to the next data question and repeat Steps 3, 4, and 5 until the entire file is completed. Then proceed to the next file and begin with Step 2 again.

In order to further clarify the process, an example is presented below.

Agency Presently Asks Question (✓)

Agency Would Ask Question if Data Were Available (✓)

RATING SCALE		USES					
		Planning	Operation	Evaluation	Finance and Budgeting	Reporting Requirements	Public Information
Blank	No Importance						
1	Significantly Below Average Importance						
2	Somewhat Below Average Importance						
3	Average Importance						
4	Somewhat Above Average Importance						
5	Significantly Above Average Importance						
6	Critical Importance						

FILE 1 (FILE NUMBER)

(✓) ( ) WHAT ARE VOCATIONAL CURRICULUM AND INSTRUCTION CHARACTERISTICS? (FILE QUESTION)

(✓) ( ) How Is the Curriculum Identified Within Schools? (DATA QUESTION)

01 Identification (SUBFILE DESCRIPTOR) ( )( ) ( )( ) ( )(6

Needed ( )
( ) Title
(✓) Curriculum and instructional code (INFORMATIONAL ELEMENT)
( ) Program level
( ) Program area
( ) Type of student work program (if applicable)
( ) School code
( ) LEA code
( ) Academic year

By checking the first of the left-hand columns, the respondent indicates that his agency asks the question "WHAT ARE VOCATIONAL CURRICULUM AND INSTRUCTION CHARACTERISTICS?" By checking the first of the left-hand columns on the data question, the respondent indicates a need for answers to the data question "How Is the Curriculum Identified Within Schools?" By rating the subfile descriptor, the respondent indicates that answers to the data question are of critical importance for planning and public information uses, of average importance for evaluation, and of no importance for the remaining uses. By checking the informational elements "Curriculum and instructional code" and "Program level" the respondent indicates that these informational elements are needed to answer the data question.

On the page opposite each file page, there is a form for comments concerning the file content. Comments should reflect the conferee's critique of file content.

BACKGROUND INFORMATION FORM

NAME:

_____ _____ _____
(LAST) (FIRST) (MIDDLE INITIAL)

NAME OF AGENCY OR ORGANIZATION REPRESENTED:

_____

_____

TITLE WITHIN AGENCY/ORGANIZATION:

_____

_____

NUMBER OF YEARS AFFILIATED WITH AGENCY/ORGANIZATION:_____

PLEASE RANK THE FOLLOWING USES OF VOCATIONAL EDUCATION INFORMATION ACCORDING TO THEIR IMPORTANCE TO YOUR AGENCY/ORGANIZATION. ASSIGN RANKS IN ORDER OF IMPORTANCE, WITH 1 REPRESENTING THE MOST IMPORTANT USE.

( ) PLANNING
( ) OPERATIONS
( ) EVALUATION
( ) FINANCE AND BUDGETING
( ) REPORTING REQUIREMENTS
( ) PUBLIC INFORMATION
( ) OTHER: _____

PLEASE RANK THE FOLLOWING DATA ACTIVITIES ACCORDING TO THEIR IMPORTANCE TO YOUR AGENCY/ORGANIZATION WITH RESPECT TO VOCATIONAL EDUCATION INFORMATION. ASSIGN RANKS IN ORDER OF IMPORTANCE, WITH 1 REPRESENTING THE MOST IMPORTANT USE.

( ) COLLECTION
( ) PROCESSING
( ) REPORTING
( ) ANALYSIS
( ) INTERPRETATION
( ) SYNTHESIS
( ) OTHER: _____

PLEASE CHECK WHETHER THE DECISION REGARDING AGENCY NEED FOR VOCATIONAL EDUCATION INFORMATION WAS

( ) AN INDIVIDUAL DECISION
( ) A GROUP DECISION

SUBFILE NUMBER

ADDITIONS AND COMMENTS FOR ADJACENT PAGE

Repeated copies of this form for each file have been removed to reduce the number of pages in the document.

Agency Presently Asks Question (✓)	Agency Would Ask Question if Data Were Available (✓)	RATING SCALE	Planning	Operation	Evaluation	Finance and Budgeting	Reporting Requirements	Public Information
		Blank No Importance 1 Significantly Below Average Importance 2 Somewhat Below Average Importance 3 Average Importance 4 Somewhat Above Average Importance 5 Significantly Above Average Importance 6 Critical Importance	USES					

FILE 1

( ) ( ) WHAT ARE VOCATIONAL CURRICULUM AND INSTRUCTIONAL CHARACTERISTICS?

( ) ( ) How Is the Curriculum Identified Within a School?

01 Identification ——— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
( ) Title
( ) Curriculum and instructional code
( ) Program level
( ) Program area
( ) Type of student work program (if applicable)
( ) School code
( ) LEA code
( ) Academic year

( ) ( ) What Is the Accreditation Status of the Curriculum?

02 Accreditation Status ——— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
( ) Accredited
( ) Not accredited
( ) Accreditation not available
( ) Accreditation pending

( ) ( ) What Accreditation Agency Services the Curriculum?

03 Accreditation Agency ——— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
( ) State Department of Education
( ) Regional Accrediting Association
( ) Professional organization
( ) Other agency

( ) ( ) What Is the Approval Status of the Curriculum?

04 Approval Status ——— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
( ) Approved
( ) Not approved
( ) Approval not available
( ) Approval pending

Agency Presently Asks Question (✓)
Agency Would Ask Question if Data Were Available (✓)

RATING SCALE

Blank	No Importance
1	Significantly Below Average Importance
2	Somewhat Below Average Importance
3	Average Importance
4	Somewhat Above Average Importance
5	Significantly Above Average Importance
6	Critical Importance

USES

Planning	Operation	Evaluation	Finance and Budgeting	Reporting Requirements	Public Information

( ) ( ) What Is the Approval Agency for the Curriculum?

05 Approval Agency ——— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
( ) State Department of Education
( ) Other state agency
( ) Other agency

( ) ( ) What Is the Time Schedule for the Curriculum?

06 Time Schedule ——— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
( ) Average contact hours required for completion
( ) Duration in school months
( ) Contact hours per month - shop/laboratory instruction
( ) Contact hours per month - technical/theory instruction
( ) Contact hours per month - general education
( ) Total number of clock hours for instruction

( ) ( ) What Are the Entrance Requirements for the Curriculum?

07 Entrance Requirements ——— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
( ) Minimum technical competencies - algebra, physics and chemistry
( ) Minimum physical abilities
( ) Achievement in school work
( ) Age
( ) Court commitment
( ) Current employment
( ) Employability
( ) Grade or year standing
( ) Payment of tuition and/or fee
( ) Recommendation of teachers, counselor, and/or principal
( ) Special or specific minimum pupil ability, aptitude, or interest
( ) Special pupil need
( ) Other requirements
( ) No requirements

Agency Presently Asks Question (✓)

Agency Would Ask Question if Data Were Available (✓)

RATING SCALE		USES
Blank	No Importance	Planning
1	Significantly Below Average Importance	Operation
2	Somewhat Below Average Importance	Evaluation
3	Average Importance	Finance and Budgeting
4	Somewhat Above Average Importance	Reporting Requirements
5	Significantly Above Average Importance	Public Information
6	Critical Importance	

( ) ( ) What Are the Completion Requirements for the Curriculum?

08 Completion Requirements ——— ( ) ( ) ( ) ( ) ( ) (

Needed (✓)
- ( ) Completion of a minimum number of instructional units (describe)
- ( ) Total number of instructional units required for successful completion or graduation (name and describe)
- ( ) Demonstrable accomplishment or proficiency (describe)
- ( ) Age
- ( ) Duration of time
- ( ) Other requirements

( ) ( ) What Credentials Are Granted in Recognition of Completion of the Curriculum?

09 Recognition of Completion ——— ( ) ( ) ( ) ( ) ( ) (

Needed (✓)
- ( ) Uniform high school diploma
- ( ) Differentiated high school diploma
- ( ) Certificate of high school equivalency
- ( ) Certificate of completion
- ( ) Certificate of attendance
- ( ) Associate degree
- ( ) Other certificate or degree
- ( ) Other

( ) ( ) What Are the Planned Instructional Terminal Student Outcomes for the Curriculum?

10 Planned Instructional Terminal Student Outcomes ——— ( ) ( ) ( ) ( ) ( ) (

Needed (✓)
- ( ) Awareness
- ( ) Occupational information
- ( ) Exploration
- ( ) Manipulative skills and theory
- ( ) Technical and auxiliary knowledge
- ( ) Citizenship competencies
- ( ) Social competencies
- ( ) Supplemental training
- ( ) Job preparation (DOT numbers)

Agency Presently Asks Question (✓)

Agency Would Ask Question if Data Were Available (✓)

RATING SCALE

Blank	No Importance
1	Significantly Below Average Importance
2	Somewhat Below Average Importance
3	Average Importance
4	Somewhat Above Average Importance
5	Significantly Above Average Importance
6	Critical Importance

USES

Planning | Operation | Evaluation | Finance and Budgeting | Reporting Requirements | Public Information

( ) ( ) What Is the Structure of the Curriculum?

11 Structure of the Curriculum ——— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
( ) Separate courses: discrete subjects or areas
( ) Separate courses: correlated subjects or areas
( ) Integrated clusters
( ) Core courses/instructional unit
( ) "Project" structure with associated activities
( ) Combination
( ) Other

( ) ( ) What Instruction Media Are Used?

12 Media of Instruction (Relative Teacher Time Spent) ——— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
( ) Single teacher
( ) Team of teachers
( ) Tutoring
( ) Independent study
( ) Computer assisted instruction
( ) On-the-job supervision
( ) Educational T.V.
( ) Home instruction
( ) Other

( ) ( ) What Instructional Methods and Techniques Are Used?

13 Methods and Techniques of Instruction (Relative Class Time Spent) ——— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
( ) Comparative analysis
( ) Demonstration
( ) Diagnosis
( ) Directed observation
( ) Discussion
( ) Dramatization
( ) Drill
( ) Experimentation
( ) Field experience
( ) Field trip
( ) Group work
( ) Laboratory experience
( ) Lecture
( ) Listening
( ) Manipulative and tactile activity

Agency Presently Asks Question (✓)

Agency Would Ask Question if Data Were Available (✓)

RATING SCALE

Blank	No Importance
1	Significantly Below Average Importance
2	Somewhat Below Average Importance
3	Average Importance
4	Somewhat Above Average Importance
5	Significantly Above Average Importance
6	Critical Importance

USES

Planning | Operation | Evaluation | Finance and Budgeting | Reporting Requirements | Public Information

13 Methods and Techniques of Instruction (continued)

( ) Modeling and imitation
( ) Practice
( ) Problem solving
( ) Programmed instruction
( ) Project method
( ) Reading
( ) Recitation
( ) Seminar
( ) Shop work
( ) Simulation
( ) Testing
( ) Other methods

( ) ( ) What Student Evaluation Procedures Are Used?

14 Student Evaluation Procedures ———— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
( ) Instructors' observations
( ) Instructor-made tests
( ) Standardized tests and inventories
( ) Student self-evaluation(s)
( ) Peer group evaluation(s)
( ) Evaluation by and of above
( ) Evaluation by curriculum advisory committee members
( ) Other

( ) ( ) What Is the Basis for Grouping in the Curriculum?

15 Basis for Grouping ———— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
( ) Abilities/skills
( ) Achievement
( ) Age
( ) Interests
( ) Personality characteristics
( ) Sex
( ) Other

( ) ( ) Where Is the Location of the Instruction?

16 Location of Instruction ———— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
( ) School
( ) Home
( ) Hospital
( ) Business, commercial or industrial
( ) Governmental agencies
( ) Other nonschool location

16

Agency Presently Asks Question (✓)
Agency Would Ask Question if Data Were Available (✓)

RATING SCALE

Blank	No Importance
1	Significantly Below Average Importance
2	Somewhat Below Average Importance
3	Average Importance
4	Somewhat Above Average Importance
5	Significantly Above Average Importance
6	Critical Importance

USES

Planning	Operation	Evaluation	Finance and Budgeting	Reporting Requirements	Public Information

( ) ( ) What Persons or Groups Are Involved in Evaluation and/or Curriculum Improvement?

17 Persons or Groups Involved in Evaluation and/or Curriculum Improvement ——— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
- ( ) State Board for Vocational Education
- ( ) State Educational Agency staff
- ( ) State Advisory Council on Vocational Education
- ( ) Local advisory committee (Vocational program)
- ( ) Local Board of Education or other local governing bodies
- ( ) Local advisory committee (Vocational curriculum)
- ( ) Central LEA staff
- ( ) School staff
- ( ) National Accrediting Association
- ( ) Regional Accrediting Association
- ( ) Educators' organization
- ( ) Consultants
- ( ) Parents and/or legal guardians
- ( ) Representatives of community interests
- ( ) Students
- ( ) Advisory committee
- ( ) Other

( ) ( ) What Evaluation Procedures Are Used for Curriculum Evaluation?

18 Evaluation Procedures ——— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
- ( ) Frequency of evaluation
- ( ) Data collection media
- ( ) Use of data collection findings
- ( ) Interpretation of outcomes

( ) ( ) What Aspects of the Curriculum Are Evaluated?

19 Aspects of the Curriculum Evaluated ——— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
- ( ) Scope of instructional content
- ( ) Sequence of course and instructional units
- ( ) Articulation of elements
- ( ) Appropriateness in terms of age of learners (depth and breadth)
- ( ) Currency
- ( ) Others

Agency Presently Asks Question (✓)	Agency Would Ask Question If Data Were Available (✓)	RATING SCALE	USES					
			Planning	Operation	Evaluation	Finance and Budgeting	Reporting Requirements	Public Information
		Blank No Importance						
		1 Significantly Below Average Importance						
		2 Somewhat Below Average Importance						
		3 Average Importance						
		4 Somewhat Above Average Importance						
		5 Significantly Above Average Importance						
		6 Critical Importance						

( ) ( ) What Aspects of Instructional and Supporting Services Are Evaluated?

20 Aspects of Instructional and Supporting Services Evaluation —— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
( ) Preparation of instructional staff
( ) Experience of instructional staff
( ) Certification status of instructional staff
( ) Minimum qualification for employment
( ) Nature of staff assignments
( ) Numerical adequacy of staffing
( ) Staff performance in assignment
( ) Staff morale
( ) Other staff characteristics
( ) Resource services for students
( ) Student personnel services
( ) Services for instructional staff
( ) Other services
( ) Administration/supervision
( ) Facilities
( ) Movable equipment
( ) Supplies
( ) Finances
( ) Salaries and salary schedule
( ) Community resources
( ) Medium of instruction
( ) Method of instruction
( ) Other aspects of instruction
( ) Completion rate
( ) Attainment of planned instructional outcome
( ) Post-school student outcomes
( ) Characteristics of students served
( ) Community needs
( ) Student needs

( ) ( ) What Are the Related Occupations for Which Training Is Provided in the Curriculum?

21 Related Occupations ———— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
( ) Title(s) of related occupations
( ) Occupations classification code used

( ) ( ) What Is the Source(s) of Funding for the Curriculum?

22 Source(s) of Funding ———— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
( ) Dollar amount-- federal funding
( ) Dollar amount-- state funding
( ) Dollar amount--local funding
( ) Grant number
( ) Common account number
( ) Other

Agency Presently Asks Question (✓)
Agency Would Ask Question If Data Were Available (✓)

RATING SCALE

Blank	No Importance
1	Significantly Below Average Importance
2	Somewhat Below Average Importance
3	Average Importance
4	Somewhat Above Average Importance
5	Significantly Above Average Importance
6	Critical Importance

USES

Planning	Operation	Evaluation	Finance and Budgeting	Reporting Requirements	Public Information

( ) ( ) What Is the Type of Funding Allocated to the Curriculum From the Vocational Education Act?

23 Type of Funding Allotted to Curriculum ——— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
( ) Dollar allocations by VEA funding categories

( ) ( ) What Are the Curriculum Expenditures?

24 Curriculum Expenditures ——— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
( ) Total expenditure
( ) By activities (see File 2)
( ) By assignment (see File 3)
( ) By object (see File 4)

( ) ( ) What Are the Unobligated Allotments Carried Forward?

25 Unobligated Allotments Carried Forward ——— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
( ) Dollar amounts by curriculum

( ) ( ) What Is the Curriculum Enrollment?

26 Curriculum Enrollment (See File 5) ——— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
( ) Total enrollment by student characteristics (see File 5)
( ) Average daily membership (A.D.M.)
( ) Average daily attendance (A.D.A.)
( ) Total number of withdrawals by type
( ) Total number of early leavers by reason for leaving
( ) Other

( ) ( ) What Are the Post-School Outcomes of Curriculum Completers/ Early Leavers?

27 Post-School Outcomes of Curriculum Completers/Early Leavers ——— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
( ) Total number by post-school outcomes (see File 6)

Agency Presently Asks Question (✓)	Agency Would Ask Question if Data Were Available (✓)	RATING SCALE	Planning	Operation	Evaluation	Finance and Budgeting	Reporting Requirements	Public Information
		Blank — No Importance 1 — Significantly Below Average Importance 2 — Somewhat Below Average Importance 3 — Average Importance 4 — Somewhat Above Average Importance 5 — Significantly Above Average Importance 6 — Critical Importance	USES					

( ) ( ) What Staff Are Assigned to the Curriculum?

28 Staff Assigned to Curriculum ——— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
- ( ) Personnel identification
- ( ) FTE allocated to curriculum
- ( ) Total number by staff characteristics (see File 7)

( ) ( ) What Equipment Is Assigned to the Curriculum?

29 Equipment Assigned to Curriculum ——— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
- ( ) Equipment identification
- ( ) Pro-rata share allocated to curriculum
- ( ) Method of pro rating (when applicable)
- ( ) Total number by equipment characteristics (see File 8:15-25)
- ( ) Total cost by equipment characteristics (see File 8:15-25)

( ) ( ) What Is the Utilization of the Building by the Curriculum?

30 Building Curriculum Utilization ——— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
- ( ) Identification of building(s) used (see File 8:11)
- ( ) Identification of rooms used (see File 8:14)
- ( ) Pro-rata allocation to curriculum
- ( ) Methods of pro-rating
- ( ) Total number by building characteristics (see File 8:07-13)
- ( ) Total cost by building characteristics (see File 8:10)

( ) ( ) What Are the Characteristics of the Curriculum Advisory Committee?

31 Curriculum Advisory Committee ——— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
- ( ) Total membership
- ( ) Membership by agency, institutional, or organizational representation
- ( ) Frequency of committee meetings
- ( ) Method(s) used in selection of committee membership
- ( ) Function(s) of committee

Agency Presently Asks Question (✓)	Agency Would Ask Question If Data Were Available (✓)	RATING SCALE	USES: Planning	Operation	Evaluation	Finance and Budgeting	Reporting Requirements	Public Information
		Blank — No Importance						
		1 — Significantly Below Average Importance						
		2 — Somewhat Below Average Importance						
		3 — Average Importance						
		4 — Somewhat Above Average Importance						
		5 — Significantly Above Average Importance						
		6 — Critical Importance						

FILE 2

( ) ( ) WHAT ARE THE VOCATIONAL CURRICULUM EXPENDITURES BY ACTIVITIES?

( ) ( ) How Is the Curriculum Identified?

01 Identification ——— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
( ) Curriculum title
( ) OE Instructional Code
( ) Program level
( ) Program area
( ) Type of student work program
( ) School code
( ) LEA code
( ) Academic year

( ) ( ) What Are the Expenditures for Instructional Activities Allocated to the Curriculum?

02 Instruction ——— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
( ) Regular secondary curricula activities
( ) Regular adult curricula activities
( ) Regular postsecondary curricula activities
( ) Disadvantaged secondary curricula activities
( ) Disadvantaged adult curricula activities
( ) Disadvantaged postsecondary curricula activities
( ) Handicapped secondary curricula activities
( ) Handicapped adult curricula activities
( ) Handicapped postsecondary curricula activities

( ) ( ) What Are the Expenditures for Pupil Support Services Activities Allocated to the Curriculum?

03 Support Services - Pupil ——— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
( ) Counseling/guidance activities
( ) Student health activities
( ) Psychological activities
( ) Speech pathology and audiology activities
( ) Student placement activities
( ) Attendance activities
( ) Social work activities

Agency Presently Asks Question (✓)

Agency Would Ask Question if Data Were Available (✓)

RATING SCALE

Blank	No Importance
1	Significantly Below Average Importance
2	Somewhat Below Average Importance
3	Average Importance
4	Somewhat Above Average Importance
5	Significantly Above Average Importance
6	Critical Importance

USES

Planning | Operation | Evaluation | Finance and Budgeting | Reporting Requirements | Public Information

( ) ( ) What Are the Expenditures for Instruction Support Services Activities Allocated to the Curriculum?

04 Support Services - Instruction ——— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
- ( ) Instruction and curriculum development activities
- ( ) Inservice training and development activities
- ( ) Educational media activities

( ) ( ) What Are the Expenditures for Administration Support Services Activities Allocated to the Curriculum?

05 Support Services - Administration ——— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
- ( ) LEA executive administration activities
- ( ) School general administration activities
- ( ) Program supervision and coordination services
- ( ) Staff personnel administration activities
- ( ) Fiscal management and accounting activities
- ( ) Facilities acquisition and construction activities
- ( ) Operation and maintenance activities
- ( ) Transportation service activities
- ( ) Food service activities
- ( ) Program planning activities
- ( ) Research activities
- ( ) Development activities
- ( ) Dissemination activities
- ( ) Evaluation activities
- ( ) Management information services activities
- ( ) Information and public relations activities
- ( ) Statistical services activities
- ( ) Advisory activities
- ( ) Data processing activities

( ) ( ) What Are the Expenditures for Other Support Services Activities Allocated to the Curriculum?

06 Support Services - Other ——— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
- ( ) Support services activities not elsewhere classified

( ) ( ) What Are the Expenditures for Community Service Activities Allocated to the Curriculum?

07 Community Service ——— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
- ( ) Services to civic groups
- ( ) Community recreation
- ( ) Other

Agency Presently Asks Question (✓)	Agency Would Ask Question if Data Were Available (✓)	RATING SCALE	USES: Planning	Operation	Evaluation	Finance and Budgeting	Reporting Requirements	Public Information
		Blank — No Importance 1 — Significantly Below Average Importance 2 — Somewhat Below Average Importance 3 — Average Importance 4 — Somewhat Above Average Importance 5 — Significantly Above Average Importance 6 — Critical Importance						
( )	( )	What Are the Expenditures for Nonprogrammed Charges Allocated to the Curriculum?						
		08 Nonprogrammed Charges	( )	( )	( )	( )	( )	( )
		Needed (✓) ( ) Payment to other educational agencies ( ) Student stipends ( ) Employer reimbursement ( ) Transfer of funds						
( )	( )	What Are the Expenditures for Debt Services Allocated to the Curriculum?						
		09 Debt Services	( )	( )	( )	( )	( )	( )
		Needed (✓) ( ) Redemption of principal ( ) Interest						

Agency Presently Asks Question (✓)

Agency Would Ask Question if Data Were Available (✓)

RATING SCALE

Blank	No Importance
1	Significantly Below Average Importance
2	Somewhat Below Average Importance
3	Average Importance
4	Somewhat Above Average Importance
5	Significantly Above Average Importance
6	Critical Importance

USES

Planning | Operation | Evaluation | Finance and Budgeting | Reporting Requirements | Public Information

FILE 3

( ) ( ) WHAT ARE THE VOCATIONAL CURRICULUM EXPENDITURES BY LOCAL ASSIGNMENTS?

( ) ( ) How Is the Curriculum Identified?

01 Identification ———— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
- ( ) Curriculum title
- ( ) OE Instructional Code
- ( ) Program level
- ( ) Program area
- ( ) Type of student work program
- ( ) School code
- ( ) LEA code
- ( ) Academic year

( ) ( ) What Are the Expenditures for Instructional Assignments Allocated to the Curriculum?

02 Instructional Expenditures ———— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
- ( ) Teaching assignment
- ( ) Teaching assistant assignment
- ( ) Teaching aide assignment
- ( ) Student-teaching assignment
- ( ) Teaching intern assignment

( ) ( ) What Are the Expenditures for Instructional Support Assignments Allocated to the Curriculum?

03 Instructional Support Expenditures ———— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
- ( ) Curriculum specialist assignment
- ( ) Librarian/media assignment
- ( ) Library/audio-visual assignment

( ) ( ) What Are the Expenditures for Pupil Support Assignments Allocated to the Curriculum?

04 Pupil Support Expenditures ———— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
- ( ) Counseling/guidance assignment
- ( ) Psychologist assignment
- ( ) Registered nurse assignment
- ( ) Nurse aide assignment
- ( ) Psychometrist assignment
- ( ) Guidance aide assignment

Agency Presently Asks Question (✓)	Agency Would Ask Question If Data Were Available (✓)	RATING SCALE	Planning	Operation	Evaluation	Finance and Budgeting	Reporting Requirements	Public Information
		Blank No Importance 1 Significantly Below Average Importance 2 Somewhat Below Average Importance 3 Average Importance 4 Somewhat Above Average Importance 5 Significantly Above Average Importance 6 Critical Importance	USES					

( ) ( ) What Are the Expenditures for Administrative Support Assignments Allocated to the Curriculum?

05 Administrative Support Expenditures ——— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
- ( ) Superintendent assignment
- ( ) Assistant/Deputy/Associate Superintendent assignment
- ( ) Principal assignment
- ( ) President/Director assignment
- ( ) Assistant Principal assignment
- ( ) Director/Dean assignment
- ( ) Supervisor/Director/Coordinator assignment
- ( ) Administrative intern assignment
- ( ) Administrative aide assignment
- ( ) Ombudsman assignment
- ( ) Foreman assignment
- ( ) Accounting assignment
- ( ) Analyst assignment
- ( ) Auditing assignment
- ( ) Personnel assignment
- ( ) Registrar assignment
- ( ) Statistician assignment
- ( ) Computer operator assignment
- ( ) Machine data processing assignment
- ( ) Secretary/clerk assignment
- ( ) Clerical assignment
- ( ) Bookkeeping assignment
- ( ) Attendance officer assignment
- ( ) Monitoring assignment

( ) ( ) What Are the Expenditures for Other Support Assignments Allocated to the Curriculum?

06 Other Support Expenditures ——— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
- ( ) Dietitian/nutritionist assignment
- ( ) Evaluation assignment
- ( ) Planning assignment
- ( ) Research and development assignment
- ( ) Maintenance and operations assignment
- ( ) Custodian assignment
- ( ) Food services assignment
- ( ) Guard/watchman assignment
- ( ) Stores handling assignment

Agency Presently Asks Question (✓)	Agency Would Ask Question If Data Were Available (✓)	RATING SCALE	USES: Planning	Operation	Evaluation	Finance and Budgeting	Reporting Requirements	Public Information
		Blank — No Importance 1 — Significantly Below Average Importance 2 — Somewhat Below Average Importance 3 — Average Importance 4 — Somewhat Above Average Importance 5 — Significantly Above Average Importance 6 — Critical Importance						

( ) ( ) What Are the Expenditures for Community Support Assignments Allocated to the Curriculum?

07 Community Support Expenditures ——— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
( ) Social work assignment
( ) Public community relations assignment

( ) ( ) What Are the Nonprogrammed Charges Allocated to the Curriculum?

08 Nonprogrammed Charges ——— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
( ) Payment to other educational agencies
( ) Student stipends
( ) Employer reimbursement
( ) Transfer of funds

( ) ( ) What Are the Debt Services Allocated to the Curriculum?

09 Debt Services ——— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
( ) Redemption of principal
( ) Interest

Agency Presently Asks Question (✓)

Agency Would Ask Question if Data Were Available (✓)

RATING SCALE		USES						
		Planning	Operation	Evaluation	Finance and Budgeting	Reporting Requirements	Public Information
Blank	No Importance						
1	Significantly Below Average Importance						
2	Somewhat Below Average Importance						
3	Average Importance						
4	Somewhat Above Average Importance						
5	Significantly Above Average Importance						
6	Critical Importance						

FILE 4

( ) ( ) WHAT ARE THE VOCATIONAL CURRICULUM EXPENDITURES BY OBJECT?

( ) ( ) How Is the Curriculum Identified?

01 Identification ——— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
( ) Curriculum title
( ) OE Instructional Code
( ) Program level
( ) Program area
( ) Type of student work program
( ) School code
( ) LEA code
( ) Academic year

( ) ( ) What Are Expenditures for Salaries Allocated to the Curriculum?

02 Salaries ——— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
( ) Regular salaries
( ) Temporary salaries
( ) Overtime (extended time) salaries

( ) ( ) What Are Expenditures for Employer Benefits Allocated to the Curriculum?

03 Employer Benefits ——— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
( ) Group health or life insurance
( ) Contributions to employee retirement
( ) Others

( ) ( ) What Are Expenditures for Purchased Services Allocated to the Curriculum?

04 Purchased Services ——— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
( ) Nonpayroll instructional services
( ) Nonpayroll administrative support services
( ) Property services
( ) Transportation services
( ) Public relations services
( ) Printing and binding
( ) Tuition to other educational agencies

SUBFILE
NUMBER

ADDITIONS AND COMMENTS FOR ADJACENT PAGE

Agency Presently Asks Question (✓)

Agency Would Ask Question if Data Were Available (✓)

RATING SCALE

Blank	No Importance
1	Significantly Below Average Importance
2	Somewhat Below Average Importance
3	Average Importance
4	Somewhat Above Average Importance
5	Significantly Above Average Importance
6	Critical Importance

USES

Planning | Operation | Evaluation | Finance and Budgeting | Reporting Requirements | Public Information

FILE 5

( ) ( ) WHAT ARE THE VOCATIONAL STUDENT CHARACTERISTICS?

( ) ( ) How Is the Student Identified?

01 Identification ——— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
( ) Student's legal name
( ) Any other name
( ) Student's address
( ) Social Security number
( ) Student identification number
( ) Name and address of parent(s)
( ) School number/code

( ) ( ) What Is the Sex of the Student?

02 Sex ——— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
( ) Male
( ) Female

( ) ( ) To What Racial or Ethnic Group Does the Student Belong?

03 Racial or Ethnic Group ——— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
( ) Caucasian
( ) Black/Negro
( ) Hispanic
( ) Asian (Oriental) or Pacific Islander
( ) American Indian/Alaska Native
( ) Other racial or ethnic group

( ) ( ) What Is the Age of the Student?

04 Age ——— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
( ) Date of birth
( ) Age group of student

Agency Presently Asks Question (✓)	Agency Would Ask Question if Data Were Available (✓)	RATING SCALE	Planning	Operation	Evaluation	Finance and Budgeting	Reporting Requirements	Public Information
		Blank — No Importance 1 — Significantly Below Average Importance 2 — Somewhat Below Average Importance 3 — Average Importance 4 — Somewhat Above Average Importance 5 — Significantly Above Average Importance 6 — Critical Importance	USES					
( )	( )	Where Is the Place of Birth of the Student?						
		05 Place of Birth	( )	( )	( )	( )	( )	( )
		Needed (✓) ( ) City ( ) State ( ) Country						
( )	( )	What Is the Veteran Benefit Status of the Student?						
		06 Veteran Benefit Status	( )	( )	( )	( )	( )	( )
		Needed (✓) ( ) Eligible ( ) Ineligible						
( )	( )	What Is the Socioeconomic Background of the Student?						
		07 Socioeconomic Background	( )	( )	( )	( )	( )	( )
		Needed (✓) ( ) Educational level of male parent/legal guardian/or responsible adult of domicile ( ) Educational level of female parent/legal guardian/or responsible adult of domicile ( ) Occupation of male parent/legal guardian/or responsible adult of domicile ( ) Occupation of female parent/legal guardian/or responsible adult of domicile ( ) Employment status of male parent/legal guardian/or responsible adult of domicile ( ) Employment status of female parent/legal guardian/or responsible adult of domicile ( ) Number of weeks unemployed during last five years--male parent/legal guardian/or responsible adult of domicile ( ) Number of weeks unemployed during last five years--female parent/legal guardian/or responsible adult of domicile ( ) Family income						
( )	( )	What Is the Cultural Handicap(s) of the Student?						
		08 Cultural Handicap(s)	( )	( )	( )	( )	( )	( )
		Needed (✓) ( ) Culturally disadvantaged ( ) Inability to speak language of instruction ( ) Migrant children ( ) Functionally illiterate ( ) Other cultural handicaps						

Agency Presently Asks Question (✓)	Agency Would Ask Question If Data Were Available (✓)	RATING SCALE	USES: Planning	Operation	Evaluation	Finance and Budgeting	Reporting Requirements	Public Information
		Blank — No Importance 1 — Significantly Below Average Importance 2 — Somewhat Below Average Importance 3 — Average Importance 4 — Somewhat Above Average Importance 5 — Significantly Above Average Importance 6 — Critical Importance						

( ) ( ) What Is the Physical Handicap(s) of the Student?

09 Physical Handicap(s) ———— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
( ) Blind
( ) Partially seeing
( ) Deaf
( ) Hard of hearing
( ) Speech impaired
( ) Crippled
( ) Special health problems

( ) ( ) What Is the Social and/or Emotional Handicap(s) of the Student?

10 Social and/or Emotional Handicap(s) ———— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
( ) Emotionally disturbed
( ) Delinquency prone
( ) Other

( ) ( ) What Is the Special Characteristic(s) of the Student?

11 Special Characteristic(s) ———— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
( ) Gifted and talented
( ) Underachiever
( ) Slow learner
( ) Mentally retarded

( ) ( ) What Training Related Injuries Have Occurred?

12 Injuries-Training Related ———— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
( ) Severity
( ) Lost time
( ) Nature
( ) Cause

Agency Presently Asks Question (✓)
Agency Would Ask Question If Data Were Available (✓)

RATING SCALE

Blank	No Importance
1	Significantly Below Average Importance
2	Somewhat Below Average Importance
3	Average Importance
4	Somewhat Above Average Importance
5	Significantly Above Average Importance
6	Critical Importance

USES

Planning	Operation	Evaluation	Finance and Budgeting	Reporting Requirements	Public Information

( ) ( ) What Tests and Inventories Have Been Administered (Including Job Skill Competency Measures)?

13 Tests and Inventories Administered ——— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
( ) Type of test
( ) Name of test
( ) Form of administration
( ) Date administered
( ) Place administered

( ) ( ) What Are the Results of the Tests Administered to the Student?

14 Scoring Information ——— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
( ) Test results
( ) Norm group
( ) Type of score reporting

( ) ( ) What Are the Admission Characteristics of the Student?

15 School Entrance Characteristics ——— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
( ) Date of entry or admission
( ) Type of entry
( ) Admission status
( ) School or other institution previously attended
( ) Dual enrollment information
( ) Education level previously completed (adult education)

( ) ( ) In What Curriculum Is the Student Currently Enrolled?

16 Curriculum Enrollment (See File 1:26) ——— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
( ) Title of curriculum enrolled in (see File 1:01)
( ) Reasons for enrollment
( ) Curriculum and instructional code
( ) Program level
( ) School entered

Agency Presently Asks Question (✓)	Agency Would Ask Question If Data Were Available (✓)	RATING SCALE	USES: Planning	Operation	Evaluation	Finance and Budgeting	Reporting Requirements	Public Information
		Blank — No Importance 1 — Significantly Below Average Importance 2 — Somewhat Below Average Importance 3 — Average Importance 4 — Somewhat Above Average Importance 5 — Significantly Above Average Importance 6 — Critical Importance						
( )	( )	What Is the Student's Satisfaction With the Present Curriculum?						
		17 Satisfaction With the Present Curriculum	( )	( )	( )	( )	( )	( )
		Needed (✓) ( ) Satisfaction with instruction ( ) Satisfaction with personnel ( ) Satisfaction with facilities ( ) Satisfaction with guidance/counseling services						
( )	( )	What Is the Student's Full-Time/Part-Time Status?						
		18 Full-Time/Part-Time Status	( )	( )	( )	( )	( )	( )
		Needed (✓) ( ) Full-time student ( ) Part-time student						
( )	( )	What Is the Student's Day/Evening Status?						
		19 Day/Evening Status	( )	( )	( )	( )	( )	( )
		Needed (✓) ( ) Day ( ) Evening						
( )	( )	What Are the Student's Membership Characteristics?						
		20 Membership Characteristics (See File 1:26)	( )	( )	( )	( )	( )	( )
		Needed (✓) ( ) Number of days of membership ( ) Percentage of time in membership						
( )	( )	What Are the Student's Attendance Characteristics?						
		21 Attendance Characteristics (See File 1:26)	( )	( )	( )	( )	( )	( )
		Needed (✓) ( ) Number of days of attendance ( ) Number of days of absence ( ) Percentage of time in attendance						

Agency Presently Asks Question (✓)

Agency Would Ask Question If Data Were Available (✓)

RATING SCALE

Blank	No Importance
1	Significantly Below Average Importance
2	Somewhat Below Average Importance
3	Average Importance
4	Somewhat Above Average Importance
5	Significantly Above Average Importance
6	Critical Importance

USES

Planning | Operation | Evaluation | Finance and Budgeting | Reporting Requirements

( ) ( ) What Are the Characteristics of the Student Completers/Early Leavers?

22 Completers/Early Leavers Characteristics (See File 1:26) ——— ( ) ( ) ( ) ( ) ( ) (

Needed (✓)
( ) Date of completion/early leave
( ) Completed curriculum requirements
( ) Early leaver
( ) Reason for early leave

( ) ( ) What Is the Student's Employment History During School Membership?

23 Employment Information During School Membership ——— ( ) ( ) ( ) ( ) ( ) (

Needed (✓)
( ) Hours worked per week
( ) Curriculum related work
( ) Subsistence related work
( ) Wages/salary
( ) Previous employment experience
( ) Perception of relevancy of work to curriculum

( ) ( ) What Are the Student's Educational and Career Intentions?

24 Educational and Career Intentions ——— ( ) ( ) ( ) ( ) ( ) (

Needed (✓)
( ) Plans for continuing education
( ) Plans for employment
( ) Career objectives

( ) ( ) What Are the Vocational Education Related Club Memberships Held by the Student?

25 Vocational Education Related Club Membership(s) ——— ( ) ( ) ( ) ( ) ( ) (

Needed (✓)
( ) Identification of club
( ) Office(s) held
( ) Dates that offices were held

Agency Presently Asks Question (✓)	Agency Would Ask Question if Data Were Available (✓)	RATING SCALE	USES: Planning	Operation	Evaluation	Finance and Budgeting	Reporting Requirements	Public Information
		Blank No Importance						
		1 Significantly Below Average Importance						
		2 Somewhat Below Average Importance						
		3 Average Importance						
		4 Somewhat Above Average Importance						
		5 Significantly Above Average Importance						
		6 Critical Importance						

FILE 6

( ) ( ) WHAT ARE THE CHARACTERISTICS OF THE VOCATIONAL COMPLETER/ EARLY LEAVER?

( ) ( ) How Is the Completer/Early Leaver Identified?

01 Completer/Early Leaver Identification ——— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
( ) Current legal name
( ) Legal name when in school
( ) Current address
( ) Social Security number
( ) Student identification number
( ) School number/code

( ) ( ) How Is the Curriculum of the Completer/Early Leaver Identified?

02 Curriculum Identification (See File 5:16, 22) ——— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
( ) Title and code of curriculum completed
( ) Date of curriculum completion
( ) Title(s) and code(s) of curriculum terminated prior to completion
( ) Date of termination prior to completion

( ) ( ) What Is the Current Employment Status of the Completer/Early Leaver?

03 Current Employment Status ——— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
( ) Employed full-time (30 hours or more per week)
( ) Employed part-time
( ) Unemployed and available for work
( ) Not available for employment - military
( ) Not available for employment - further education/training
( ) Not available for employment - illness
( ) Not available for employment - household responsibilities
( ) Not available for employment - pregnancy

( ) ( ) What Is the Current Educational Status of the Completer/Early Leaver?

04 Current Educational Status ——— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
( ) Enrolled full-time
( ) Enrolled part-time
( ) Not enrolled

Agency Presently Asks Question (✓)	Agency Would Ask Question if Data Were Available (✓)		Planning	Operation	Evaluation	Finance and Budgeting	Reporting Requirements	Public Information
		RATING SCALE						
		Blank — No Importance						
		1 — Significantly Below Average Importance						
		2 — Somewhat Below Average Importance						
		3 — Average Importance						
		4 — Somewhat Above Average Importance						
		5 — Significantly Above Average Importance						
		6 — Critical Importance						
			USES					

( ) ( ) How Related Is the Current Employment to the Occupation Trained For?

05 Employment in Related Areas ——— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
( ) Employed in occupation trained for
( ) Employed in related occupation
( ) Employed in unrelated occupation

( ) ( ) What Were the Characteristics of the First Job Obtained After Completion/Leaving?

06 Information on First Job After Leaving School ——— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
( ) Gross weekly earnings
( ) Hours worked per week
( ) Methods used in finding job
( ) Length of time required to find employment

( ) ( ) What Is the Current Salary or Wage of the Completer/Early Leaver?

07 Current Salary or Wage ——— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
( ) Gross weekly earnings
( ) Hours worked per week
( ) Hourly wage/weekly wage/annual salary

( ) ( ) How Satisfied is the Completer/Early Leaver With His Current Job?

08 Job Satisfaction (current job) ——— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
( ) Satisfaction with wages
( ) Satisfaction with working conditions
( ) Satisfaction with type of work
( ) Satisfaction with potential for advancement

( ) ( ) How Satisfied Is the Completer/Early Leaver With His School Experiences?

09 School Satisfaction ——— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
( ) Satisfaction with vocational instruction
( ) Satisfaction with student personnel services
( ) Satisfaction with vocational facilities
( ) Satisfaction with placement services

Agency Presently Asks Question (✓)	Agency Would Ask Question if Data Were Available (✓)	RATING SCALE	USES: Planning	Operation	Evaluation	Finance and Budgeting	Reporting Requirements	Public Information
		Blank — No Importance 1 — Significantly Below Average Importance 2 — Somewhat Below Average Importance 3 — Average Importance 4 — Somewhat Above Average Importance 5 — Significantly Above Average Importance 6 — Critical Importance						

( ) ( ) How Relevant Does the Completer/Early Leaver Perceive the School Curriculum to be for the Current Job?

10 Perception of Relevancy of Curriculum for Current Job ——— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
( ) Skills required on the job
( ) Equipment used on the job

( ) ( ) What Is the Employment History of the Completer/Early Leaver?

11 Employment History ——— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
( ) Initial occupation
( ) Date of initial employment
( ) Present occupation
( ) Date of entry

( ) ( ) What Are the Characteristics of the Present Employment?

12 Present Employment ——— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
( ) Name and address of employer
( ) Total employment of firm
( ) Standard industrial classification
( ) Number of employees in same or similar job
( ) Transfer or promotion position
( ) Additional on-the-job training received

( ) ( ) What Is the Employer Evaluation of Job Performance of the Completer/ Early Leaver?

13 Employer Evaluation of Job Performance ——— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
( ) Quality of work
( ) Quantity of work
( ) Need for on-the-job training
( ) Overall job performance
( ) Potential for advancement

Agency Presently Asks Question (✓)	Agency Would Ask Question if Data Were Available (✓)	RATING SCALE	USES					
			Planning	Operation	Evaluation	Finance and Budgeting	Reporting Requirements	Public Information
		Blank — No Importance						
		1 — Significantly Below Average Importance						
		2 — Somewhat Below Average Importance						
		3 — Average Importance						
		4 — Somewhat Above Average Importance						
		5 — Significantly Above Average Importance						
		6 — Critical Importance						

FILE 7

( ) ( ) WHAT ARE THE LOCAL EDUCATION AGENCY VOCATIONAL STAFF MEMBER CHARACTERISTICS?

( ) ( ) What Is the Personal Identification and Health Information for the Local Vocational Education Staff Member?

01 Personal Identification and Health Information ——— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
- ( ) Legal name
- ( ) Social Security number or other identification number
- ( ) Sex
- ( ) Racial/ethnic background
- ( ) Date of birth
- ( ) Place of birth
- ( ) Military service status
- ( ) Citizenship status
- ( ) Marital status
- ( ) Tax information
- ( ) Permanent home address
- ( ) Other address
- ( ) Telephone numbers (home/other)
- ( ) Emergency information
- ( ) Date of last health examination
- ( ) Results of last health examination
- ( ) Physical disabilities or limitations
- ( ) Immunization record
- ( ) Personal injuries
- ( ) Other health data

( ) ( ) What Are the Educational Characteristics of the Local Vocational Education Staff Member?

02 Education ——— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
- ( ) Highest year of education completed
- ( ) Type and name of certificate(s), diploma(s) and/or degree earned
- ( ) Institution at which each certificate(s), diploma(s), and/or degree was earned
- ( ) Date each certificate, diploma, or degree earned
- ( ) Additional credits earned beyond last degree
- ( ) Academic awards and honorary degrees
- ( ) Major field of undergraduate study
- ( ) Number of credit hours in major field
- ( ) Minor field of graduate study
- ( ) Number of credit hours in minor field
- ( ) Number of credit hours in professional education

Agency Presently Asks Question (✓)

Agency Would Ask Question if Data Were Available (✓)

RATING SCALE

Blank	No Importance
1	Significantly Below Average Importance
2	Somewhat Below Average Importance
3	Average Importance
4	Somewhat Above Average Importance
5	Significantly Above Average Importance
6	Critical Importance

USES

Planning | Operation | Evaluation | Finance and Budgeting | Reporting Requirements | Public Information

02 Education (continued)

( ) Number of credit hours in administration
( ) Number of credit hours in supervision
( ) Number of credit hours in history and philosophy of vocational education
( ) Number of credit hours in occupational analysis and curriculum construction
( ) Number of credit hours in planning and organizing of vocational education
( ) Number of credit hours in internship in teaching, supervising, or administration
( ) Number of credit hours in psychology
( ) Number of credit hours in sociology
( ) Number of credit hours in economics
( ) Number of credit hours in other areas

( ) ( ) What Are the Inservice Education/Training Experiences of the Local Vocational Education Staff Member?

03 Inservice Education/Training ———— ( ) ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
( ) Type of inservice activity
( ) Institution/agency offering activity
( ) Date and duration of activity
( ) Award certificate or credit received on completion

( ) ( ) What Are the Education and Related Work Experiences of the Local Vocational Education Staff Member?

04 Educational Experience ———— ( ) ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
( ) Number of years prior teaching experience
( ) Number of years prior vocational education teaching experience
( ) Grade level(s) taught
( ) Number of years prior supervisory/administrative experience
( ) Number of years prior experience in other education-related areas
( ) Area(s) of vocational education experience
( ) Name of agency or institution in which prior experience was acquired
( ) Dates of employment for each prior agency/institution

Agency Presently Asks Question (✓)	Agency Would Ask Question if Data Were Available (✓)	RATING SCALE	USES: Planning	Operation	Evaluation	Finance and Budgeting	Reporting Requirements	Public Information
		Blank — No Importance 1 — Significantly Below Average Importance 2 — Somewhat Below Average Importance 3 — Average Importance 4 — Somewhat Above Average Importance 5 — Significantly Above Average Importance 6 — Critical Importance						
( )	( )	What Is the Work Experience(s) Outside of Education of the Local Vocational Education Staff Member?						
		05 Work Experience(s) Outside of Education	( )	( )	( )	( )	( )	( )
		Needed (✓) ( ) Number of years work experience ( ) Number of years work experience in specified vocational areas ( ) Name of organization(s) in which prior work experience was acquired ( ) Dates of work experience for each prior organization ( ) Current employer (if dually employed)						
( )	( )	What Credentials Are Held by the Local Vocational Education Staff Member?						
		06 Credentials Held	( )	( )	( )	( )	( )	( )
		Needed (✓) ( ) Name of certificate/license held ( ) Grade/class of teaching certificate held ( ) Occupation(s) licensed ( ) Type(s) of license(s) held ( ) Date of issuance of certificate/license ( ) Issuing agency ( ) Date of expiration ( ) Program level authorized by credentials ( ) Curricula authorized by credentials						
( )	( )	What Is the LEA Employment History of the Local Vocational Education Staff Member?						
		07 Employment History	( )	( )	( )	( )	( )	( )
		Needed (✓) ( ) Date of initial employment ( ) Number of years of employment in LEA ( ) Number of years in current assignment						
( )	( )	What Is the Employment Status of the Local Vocational Education Staff Member?						
		08 Employment Status	( )	( )	( )	( )	( )	( )
		Needed (✓) ( ) Probationary ( ) Temporary						

Agency Presently Asks Question (✓)

Agency Would Ask Question if Data Were Available (✓)

RATING SCALE		USES					
		Planning	Operation	Evaluation	Finance and Budgeting	Reporting Requirements	Public Information
Blank	No Importance						
1	Significantly Below Average Importance						
2	Somewhat Below Average Importance						
3	Average Importance						
4	Somewhat Above Average Importance						
5	Significantly Above Average Importance						
6	Critical Importance						

08 Employment Status (continued)

( ) Emergency
( ) Permanent
( ) Other

( ) ( ) What Is the Contractual Status of the Local Vocational Education Staff Member?

09 Contractual Status ——— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
( ) Annual contract
( ) Multi-year contract
( ) Continuing contract
( ) Volunteer/no contract
( ) Other arrangements

( ) ( ) What Is the Salary or Wage Status of the Local Vocational Education Staff Member?

10 Salary or Wage Status ——— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
( ) Contract salary or wage
( ) Additional salary or wage
( ) Other types of compensation

( ) ( ) What Is the Type of Remuneration for the Local Vocational Education Staff Member?

11 Type of Remuneration ——— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
( ) Per diem
( ) 12 months
( ) 10 months
( ) 12 months - extended day
( ) 10 months - extended day
( ) 10 months - extended year
( ) 10 months - extended day - extended year

( ) ( ) What Is the Insurance Status of the Local Vocational Education Staff Member?

12 Insurance Status ——— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
( ) Health insurance
( ) Life insurance
( ) Other insurance

Agency Presently Asks Question (✓) | Agency Would Ask Question If Data Were Available (✓)

RATING SCALE

Blank	No Importance
1	Significantly Below Average Importance
2	Somewhat Below Average Importance
3	Average Importance
4	Somewhat Above Average Importance
5	Significantly Above Average Importance
6	Critical Importance

USES

Planning	Operation	Evaluation	Finance and Budgeting	Reporting Requirements	Public Information

( ) ( ) What Are the Retirement Program Characteristics of the Local Vocational Education Staff Member?

13 Retirement Program Characteristics ——— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
( ) Type of program
( ) Contribution
( ) Options

( ) ( ) What Is the Service Status of the Local Vocational Education Staff Member?

14 Service Status ——— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
( ) Full-time
( ) Part-time
( ) Other

( ) ( ) What Is the Leave Status of the Local Vocational Education Staff Member in Terms of Accrued Days?

15 Leave Status ——— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
( ) Sick leave
( ) Personal leave
( ) Annual leave
( ) Other

( ) ( ) What Are the Staff Career Development Characteristics of the Local Vocational Education Staff Member?

16 Staff Career Development ——— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
( ) Quality of performance
( ) Transfer or promotion position
( ) Readiness for greater responsibility
( ) Career development needs

( ) ( ) What Is the Separation History of the Local Vocational Education Staff Member?

17 Separation ——— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
( ) Types of separation
( ) Reason for separation
( ) Eligibility for re-employment

Agency Presently Asks Question (✓)	Agency Would Ask Question If Data Were Available (✓)	RATING SCALE	Planning	Operation	Evaluation	Finance and Budgeting	Reporting Requirements	Public Information
		Blank No Importance 1 Significantly Below Average Importance 2 Somewhat Below Average Importance 3 Average Importance 4 Somewhat Above Average Importance 5 Significantly Above Average Importance 6 Critical Importance	USES					
( )	( )	What Is the Current Position Assignment(s) (FTE Allocation) of the Local Vocational Education Staff Member?						
		18 Position Assignment(s)	( )	( )	( )	( )	( )	( )

Needed (✓)

( ) Superintendent assignment
( ) Assistant/Deputy/Associate Superintendent assignment
( ) Principal assignment
( ) President/Director assignment
( ) Assistant Principal assignment
( ) Director/Dean assignment
( ) Supervisor/Director/Coordinator assignment
( ) Administrative intern assignment
( ) Administrative aide assignment
( ) Ombudsman assignment
( ) Foreman assignment
( ) Curriculum specialist assignment
( ) Counseling/guidance assignment
( ) Guidance aide assignment
( ) Librarian/media assignment
( ) Library/audio-visual aide assignment
( ) Teaching assignment
( ) Teaching assistant assignment
( ) Teaching aide assignment
( ) Teaching intern assignment
( ) Student-teaching assignment
( ) Accounting assignment
( ) Analyst assignment
( ) Auditing assignment
( ) Psychologist assignment
( ) Dietitian/nutritionist assignment
( ) Evaluation assignment
( ) Personnel assignment
( ) Planning assignment
( ) Registered Nurse assignment
( ) Nurse's aide assignment
( ) Registrar assignment
( ) Research and development assignment
( ) Social work assignment
( ) Statistician assignment
( ) Computer operator assignment
( ) Machine data processing assignment
( ) Psychometrist assignment
( ) Public community relations assignment
( ) Secretary/clerk assignment
( ) Clerical assignment
( ) Bookkeeping assignment
( ) Maintenance and operations assignment
( ) Attendance officer assignment
( ) Custodian assignment

Agency Presently Asks Question (✓)	Agency Would Ask Question if Data Were Available (✓)	RATING SCALE	USES: Planning	Operation	Evaluation	Finance and Budgeting	Reporting Requirements	Public Information
		Blank No Importance 1 Significantly Below Average Importance 2 Somewhat Below Average Importance 3 Average Importance 4 Somewhat Above Average Importance 5 Significantly Above Average Importance 6 Critical Importance						

18 Position Assignment(s) (continued)

( ) Food service assignment
( ) Guard/watchman assignment
( ) Monitoring assignment
( ) Stores handling assignment
( ) Other (n.e.c.)

( ) ( ) Where Is the Location of the Current Assignment(s) of the Local Vocational Education Staff Member?

19 Location of Current Assignment(s) ———— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
( ) Specific school(s)
( ) LEA (district) general office

( ) ( ) What Is the Current Activity Allocation(s) (FTE Allocation) of the Local Vocational Education Staff Member?

20 Activity Allocation(s) ———— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
( ) Regular secondary curricula instructional activity
( ) Regular adult curricula instructional activity
( ) Regular postsecondary curricula instructional activity
( ) Disadvantaged secondary curricula instructional activity
( ) Disadvantaged adult curricula instructional activity
( ) Disadvantaged postsecondary curricula instructional activity
( ) Handicapped secondary curricula instructional activity
( ) Handicapped adult curricula instructional activity
( ) Handicapped postsecondary curricula instructional activity
( ) Attendance activities
( ) Social work activities
( ) Counseling/guidance activities
( ) Student placement activities
( ) Student health activities
( ) Psychological activities
( ) Speech pathology and audiology activities
( ) Instruction and curriculum development activities
( ) Staff personnel administration activities
( ) Inservice training and development activities
( ) Educational media activities
( ) LEA executive administration activities
( ) School general administration activities

Agency Presently Asks Question (✓)	Agency Would Ask Question If Data Were Available (✓)	RATING SCALE	USES: Planning	Operation	Evaluation	Finance and Budgeting	Reporting Requirements	Public Information
		Blank — No Importance						
		1 — Significantly Below Average Importance						
		2 — Somewhat Below Average Importance						
		3 — Average Importance						
		4 — Somewhat Above Average Importance						
		5 — Significantly Above Average Importance						
		6 — Critical Importance						

20 Activity Allocation(s) (continued)

( ) Program supervision and coordination activities
( ) Fiscal management and accounting activities
( ) Facilities acquisition and construction activities
( ) Operation and maintenance activities
( ) Transportation service activities
( ) Food service activities
( ) Program planning activities
( ) Research activities
( ) Development activities
( ) Dissemination activities
( ) Evaluation activities
( ) Information and public relations activities
( ) Management information services activities
( ) Statistical services activities
( ) Data processing activities
( ) Advisory activities
( ) Community services activities
( ) Activities not elsewhere classified

( ) ( ) What Is the Position Assignment Allocated by Vocational Curriculum of the Local Vocational Education Staff Member?

21 Position Assignment Allocated by Vocational Curriculum ———— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
( ) Curriculum title(s) (see File 1:01)
( ) Instructional code(s) (see File 1:01)
( ) FTE position assignment allocated to vocational curriculum

( ) ( ) What Is the Activity Allocation by Vocational Curriculum of the Local Vocational Education Staff Member?

22 Activity Allocation by Vocational Curriculum ———— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
( ) Curriculum title(s) (see File 1:01)
( ) Instructional code(s) (see File 1:01)
( ) FTE functional allocation assigned to vocational curriculum

( ) ( ) What Is the Operational Unit(s) Assigned to the Local Vocational Education Staff Member?

23 Operational Unit(s) Assigned ———— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
( ) School name (see File 9:1, 14)
( ) School code(s) (see File 9:1, 14)
( ) FTE allocated to school
( ) LEA name (see File 10:01, 10, 13)
( ) LEA code (see File 10:01, 10, 13)
( ) FTE allocated to LEA

Agency Presently Asks Question (✓)	Agency Would Ask Question If Data Were Available (✓)	RATING SCALE	USES					
			Planning	Operation	Evaluation	Finance and Budgeting	Reporting Requirements	Public Information
		Blank No Importance						
		1 Significantly Below Average Importance						
		2 Somewhat Below Average Importance						
		3 Average Importance						
		4 Somewhat Above Average Importance						
		5 Significantly Above Average Importance						
		6 Critical Importance						

FILE 8

( ) ( ) WHAT ARE THE LOCAL EDUCATION AGENCY VOCATIONAL PROPERTY CHARACTERISTICS?

( ) ( ) What Are the Locational Characteristics of the Local Site?

01 Locational Characteristics of the Local Site ——— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
- ( ) Geographic location
- ( ) Geographic area
- ( ) School name
- ( ) School number/code
- ( ) LEA code/administrative unit identification
- ( ) Distance of site from nearest public transportation route
- ( ) Distance from site to first and second nearest public facilities
- ( ) Total population within one-half mile radius of site
- ( ) Total population within one mile radius of site

( ) ( ) What Use(s) Are Made of the Local Site for Vocational Purposes?

02 Use(s) of Site for Vocational Purposes ——— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
- ( ) Instructional - school
- ( ) Extracurricular - school
- ( ) Cocurricular - school
- ( ) Support services - school
- ( ) Support services - administrative unit

( ) ( ) Who Owns the Local Site?

03 Ownership of Site ——— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
- ( ) District owned
- ( ) County owned
- ( ) Municipally owned
- ( ) Nonpublicly owned
- ( ) State owned
- ( ) Federally owned
- ( ) Other

Agency Presently Asks Question (✓)

Agency Would Ask Question If Data Were Available (✓)

RATING SCALE

Blank	No Importance
1	Significantly Below Average Importance
2	Somewhat Below Average Importance
3	Average Importance
4	Somewhat Above Average Importance
5	Significantly Above Average Importance
6	Critical Importance

USES

Planning	Operation	Evaluation	Finance and Budgeting	Reporting Requirements	Public Information

( ) ( ) When Was the Local Site Acquired?

04 Date(s) of Acquisition ——— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
- ( ) Date(s) of acquisition of original site
- ( ) Date of acquisition of each addition to original site
- ( ) Method of acquisition

( ) ( ) What Is the Cost of the Local Site Including Improvements?

05 Cost(s) of Site(s) ——— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
- ( ) Acquisition cost of land at time of purchase
- ( ) Total cost of outdoor service systems for site
- ( ) Total cost of outdoor instruction areas and playgrounds
- ( ) Total cost of landscaping and other site improvement
- ( ) Total cost of miscellaneous improvements to site
- ( ) Current book value of site

( ) ( ) What Is the Area of the Local Site?

06 Area of Site ——— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
- ( ) Total acreage of the site on which institution is located
- ( ) Estimated percentage of acreage used for instruction
- ( ) Estimated percentage of acreage used for maintenance of the building(s) and equipment
- ( ) Estimated percentage of acreage used for cocurricular purposes
- ( ) Estimated percentage of acreage used for extracurricular purposes

( ) ( ) What Is the Number of Buildings on the Local Site?

07 Number of Buildings on Site ——— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
- ( ) Total number of building(s)
- ( ) Number that are single story
- ( ) Number that are multiple story
- ( ) Date(s) of construction of each building
- ( ) Date(s) of additions to original construction of each building

Agency Presently Asks Question (✓)
Agency Would Ask Question If Data Were Available (✓)

RATING SCALE

Blank	No Importance
1	Significantly Below Average Importance
2	Somewhat Below Average Importance
3	Average Importance
4	Somewhat Above Average Importance
5	Significantly Above Average Importance
6	Critical Importance

USES

Planning	Operation	Evaluation	Finance and Budgeting	Reporting Requirements	Public Information

( ) ( ) What Are the Characteristics of Each Building on the Local Site?

08 Building Information ——— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
- ( ) Site identification
- ( ) Gross square footage floor area of each building
- ( ) Square footage in use for vocational education classrooms
- ( ) Square footage in use for vocational education shops
- ( ) Square footage in use for vocational education laboratories
- ( ) Square footage in use for gymnasium
- ( ) Square footage in use for traffic flow and circulation
- ( ) Square footage in use for cafeteria
- ( ) Square footage in use for library
- ( ) Square footage in use for other purposes

( ) ( ) What Is the General Condition of Each Building on the Local Site?

09 Building Condition ——— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
- ( ) Satisfactory
- ( ) Alterations or repairs needed

( ) ( ) What Are the Costs and Values of Each Building on the Local Site?

10 Cost of Building ——— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
- ( ) Total acquisition cost of building
- ( ) Present value of building

( ) ( ) What Are the Instructional Characteristics of Each Building on the Local Site?

11 Instruction Areas in Building ——— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
- ( ) Building identification number
- ( ) Number of classrooms
- ( ) Student capacity
- ( ) Average area of a classroom
- ( ) Number of shops
- ( ) Average area of a shop
- ( ) Number of laboratories
- ( ) Average area of a laboratory
- ( ) Number of special rooms
- ( ) Area devoted to special uses

Agency Presently Asks Question (✓)	Agency Would Ask Question if Data Were Available (✓)	RATING SCALE	USES: Planning	Operation	Evaluation	Finance and Budgeting	Reporting Requirements	Public Information
		Blank — No Importance 1 — Significantly Below Average Importance 2 — Somewhat Below Average Importance 3 — Average Importance 4 — Somewhat Above Average Importance 5 — Significantly Above Average Importance 6 — Critical Importance						

11 Instruction Areas in Building (continued)

( ) Percent of total building space used for classroom instruction for vocational education
( ) Percent of total building space used for shop instruction for vocational education
( ) Percent of total building space used for laboratory instruction for vocational education
( ) Estimated number of work stations devoted to vocational education classrooms
( ) Estimated number of work stations devoted to vocational education laboratories
( ) Estimated number of work stations devoted to vocational education shops
( ) Total number of instructional rooms
( ) Number of instructional rooms assigned to vocational education

( ) ( ) How Much of the Area of Each Building is Used for Support Purposes - Square Footage?

12 Area of Building Used for Support Purposes - Square Footage ——( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
( ) Office suite for director/president
( ) Office space for coordinators
( ) Guidance and counseling suite
( ) Health center
( ) Audio-visual and curriculum materials center
( ) Miscellaneous/other

( ) ( ) How Much of the Area of Each Building Is Used for Circulation Areas in and Between Buildings - Square Footage?

13 Circulation Areas in and Between Buildings - Square Footage —— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
( ) Gross corridor area
( ) Covered passageways between buildings
( ) Percent of total space in building(s) used for circulation

( ) ( ) What Are the Room Characteristics of Each Building on the Local Site?

14 Room Information ———————————————— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
( ) Building identification
( ) Room identification
( ) Room size - square footage

Agency Presently Asks Question (✓)

Agency Would Ask Question If Data Were Available (✓)

RATING SCALE		USES					
		Planning	Operation	Evaluation	Finance and Budgeting	Reporting Requirements	Public Information
Blank	No Importance						
1	Significantly Below Average Importance						
2	Somewhat Below Average Importance						
3	Average Importance						
4	Somewhat Above Average Importance						
5	Significantly Above Average Importance						
6	Critical Importance						

14 Room Information (continued)

( ) Room type
( ) Room condition
( ) Utilization by curriculum (see File 1:01, 30)
( ) Number of student stations
( ) Average daily number of students (unduplicated) that make use of room
( ) Maximum number of students possible to be served between 8:00 A.M. to 11:00 P.M.
( ) Average actual number of students served between 8:00 A.M. to 11:00 P.M.
( ) Percent of the day (8:00 A.M. to 11:00 P.M.) that room is used for vocational instruction
( ) Number of days per year room is available for use by vocational education
( ) Number of days per year room is used for vocational instruction
( ) Number of possible hours per week usage for vocational education
( ) Actual hours per week for vocational education

( ) ( ) What Are the Characteristics of the General Transportation and Utility Equipment Used in Vocational Education?

15 General Transportation and Utility Equipment ——— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
( ) Number of school buses
( ) Date(s) of acquisition
( ) Method of acquisition
( ) Current (book) value of each bus
( ) Condition of each bus
( ) Number of other vehicles
( ) Current (book) value of each vehicle

( ) ( ) What Are the Characteristics of the Fixed Equipment Used for Instruction in Vocational Education?

16 Fixed Equipment Used for Instruction in Vocational Education —— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
( ) Equipment item identification (inclusive of description)
( ) Acquisition date
( ) Method of acquisition
( ) Equipment cost
( ) Equipment condition
( ) Life expectancy
( ) Annual depreciation rate
( ) Current value
( ) Funding source
( ) Curriculum allocation (see File 1:01, 29)
( ) Building location
( ) Room location

Agency Presently Asks Question (✓)

Agency Would Ask Question if Data Were Available (✓)

RATING SCALE

Blank	No Importance
1	Significantly Below Average Importance
2	Somewhat Below Average Importance
3	Average Importance
4	Somewhat Above Average Importance
5	Significantly Above Average Importance
6	Critical Importance

USES

Planning	Operation	Evaluation	Finance and Budgeting	Reporting Requirements	Public Information

( ) ( ) What Are the Characteristics of the Large Movable Tools and Equipment Used In Vocationl Education Instruction?

17 Large Movable Tools and Equipment Used in Vocational Education Instruction ——— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
- ( ) Equipment item identification
- ( ) Acquisition date
- ( ) Method of acquisition
- ( ) Equipment cost
- ( ) Equipment condition
- ( ) Life expectancy
- ( ) Annual depreciation rate
- ( ) Current value
- ( ) Funding source
- ( ) Curriculum allocation (see File 2:01, 29)
- ( ) Building location
- ( ) Room location

( ) ( ) What Are the Characteristics of the Small Tools and Small Equipment Used in Vocational Education Instruction?

18 Small Tools and Small Equipment Used in Vocational Education Instruction? ——— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
- ( ) Number of individual items
- ( ) Curriculum allocation (see File 2:01, 29)
- ( ) Room assignment (classroom, lab or shop)
- ( ) Average unit cost
- ( ) Total acquisition cost

( ) ( ) What Are the Characteristics of Other Equipment Required for Instruction in Vocational Education?

19 Other Equipment Required for Instruction in Vocational Education ——— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
- ( ) Name of equipment group
- ( ) Number of items in group
- ( ) Average unit acquisition cost of equipment in group
- ( ) Total acquisition cost of equipment group
- ( ) Total current value
- ( ) Curriculum allocation (see File 1:01, 29)

Agency Presently Asks Question (✓)	Agency Would Ask Question if Data Were Available (✓)	RATING SCALE	USES					
		Blank No Importance 1 Significantly Below Average Importance 2 Somewhat Below Average Importance 3 Average Importance 4 Somewhat Above Average Importance 5 Significantly Above Average Importance 6 Critical Importance	Planning	Operation	Evaluation	Finance and Budgeting	Reporting Requirements	Public Information

( ) ( ) What Are the Characteristics of the Equipment for Instructional Support Used in Vocational Education?

20 Equipment for Instructional Support ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
( ) Name of equipment group
( ) Number of items in group
( ) Average unit acquisition cost of equipment in group
( ) Total acquisition cost of equipment group
( ) fotal current value
( ) Curriculum allocation (see File 1:01, 29)

( ) ( ) What Are the Characteristics of Equipment for Personnel Services Used in Vocational Education?

21 Equipment for Personnel Services ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
( ) Name of equipment group
( ) Number of items in group
( ) Average unit acquisition cost of equipment in group
( ) Total acquisition cost of equipment
( ) Total current value
( ) Curriculum allocation (see File 1:01, 29)

( ) ( ) What Are the Characteristics of Equipment for Research and Statistical Services Used in Vocational Education?

22 Equipment for Research and Statistical Services ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
( ) Name of equipment group
( ) Number of items in group
( ) Average unit acquisition cost of equipment in group
( ) Total acquisition cost of equipment
( ) Total current value
( ) Curriculum allocation (see File 1:01, 29)

( ) ( ) What Are the Characteristics of Equipment for Data Processing Services Used in Vocational Education?

23 Equipment for Data Processing Services ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
( ) Equipment item identification
( ) Acquisition date
( ) Equipment cost
( ) Life expectancy

Agency Presently Asks Question (✓)

Agency Would Ask Question If Data Were Available (✓)

RATING SCALE

Blank	No Importance
1	Significantly Below Average Importance
2	Somewhat Below Average Importance
3	Average Importance
4	Somewhat Above Average Importance
5	Significantly Above Average Importance
6	Critical Importance

USES

Planning	Operation	Evaluation	Finance and Budgeting	Reporting Requirements	Public Information

23 Equipment for Data Processing Services (continued)

( ) Annual depreciation rate
( ) Current value
( ) Funding source
( ) Room location
( ) Curriculum allocation (see File 1:01, 29)

( ) ( ) What Are the Characteristics of the Materials Used in Vocational Education?

24 Materials ———— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
( ) Name of materials group
( ) Number of items in group
( ) Average unit acquisition cost of materials in group
( ) Total acquisition cost of material groups
( ) Total current values
( ) Curriculum allocation (see File 1:01, 29)

( ) ( ) What Are the Characteristics of the Supplies Used in Vocational Education?

25 Supplies ———— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
( ) Name of supply group
( ) Number of items in group
( ) Average unit acquisition cost of items in group
( ) Total acquisition cost of supply groups
( ) Total current value
( ) Curriculum allocation (see File 1:01, 29)

Agency Presently Asks Question (✓)

Agency Would Ask Question if Data Were Available (✓)

RATING SCALE

Blank	No Importance
1	Significantly Below Average Importance
2	Somewhat Below Average Importance
3	Average Importance
4	Somewhat Above Average Importance
5	Significantly Above Average Importance
6	Critical Importance

USES

Planning | Operation | Evaluation | Finance and Budgeting | Reporting Requirements | Public Information

FILE 9

( ) ( ) WHAT ARE THE LOCAL SCHOOL CHARACTERISTICS?

( ) ( ) How Is the School Identified?

02 Identification ——— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
( ) Name
( ) School number/code
( ) Administrative unit
( ) Geographic location of school
( ) Congressional district

( ) ( ) What Are the Characteristics of the Geographic Area in Which the School Is Located?

02 Geographic Characteristics of Area ——— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
( ) Rural place
( ) Urban place
( ) Urbanized areas - central city
( ) Urbanized areas - urban fringe
( ) Economically depressed area

( ) ( ) What Is the Type of School Organization By Grade Level?

03 Type of School Organization By Grade Level ——— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
( ) Preprimary school
( ) Primary school
( ) Intermediate elementary school
( ) Elementary school
( ) Middle school
( ) Junior high school
( ) Four-year high school
( ) Five or six-year high school
( ) Other secondary school
( ) Junior/community college
( ) Technical institute/technical college
( ) Adult school or other adult education organization

Agency Presently Asks Question (✓)

Agency Would Ask Question If Data Were Available (✓)

RATING SCALE

Blank	No Importance
1	Significantly Below Average Importance
2	Somewhat Below Average Importance
3	Average Importance
4	Somewhat Above Average Importance
5	Significantly Above Average Importance
6	Critical Importance

USES

Planning	Operation	Evaluation	Finance and Budgeting	Reporting Requirements	Public Information

( ) ( ) What Is the Type of School Organization by Program Offerings?

04 Type of School Organization by Program Offerings ——— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
- ( ) Comprehensive high school
- ( ) Complete vocational high school
- ( ) Area vocational school
- ( ) Service center
- ( ) Career center

( ) ( ) What Is the Regional Coverage of the School?

05 Regional Coverage ——— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
- ( ) Number of schools served
- ( ) Identification of schools served
- ( ) Number of LEAs (districts) served
- ( ) Identification of LEA (district) served

( ) ( ) What Is the Locus of Control of the School?

06 Control ——— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
- ( ) Local Education Agency
- ( ) Consortium of LEAs
- ( ) City or municipal government
- ( ) County government
- ( ) Other local public agency
- ( ) State educational agency
- ( ) Federal control
- ( ) College or university
- ( ) Other public control
- ( ) Nonpublic control

( ) ( ) What Is the Span(s) Contained in School?

07 Span(s) Contained in School ——— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
- ( ) Age
- ( ) Grade
- ( ) Year

Agency Presently Asks Question (✓)	Agency Would Ask Question if Data Were Available (✓)	RATING SCALE	USES					
			Planning	Operation	Evaluation	Finance and Budgeting	Reporting Requirements	Public Information
		Blank No Importance 1 Significantly Below Average Importance 2 Somewhat Below Average Importance 3 Average Importance 4 Somewhat Above Average Importance 5 Significantly Above Average Importance 6 Critical Importance						
( )	( )	What Is the Approval Status and Agency for the School?						
		08 Approval	( )	( )	( )	( )	( )	( )
		Needed (✓) ( ) Approval status ( ) Approving agency						
( )	( )	What Is the Accreditation Status and Accreditation Agency for the School?						
		09 Accreditation	( )	( )	( )	( )	( )	( )
		Needed (✓) ( ) Accreditation status ( ) Accrediting agency						
( )	( )	What Are the Time Elements in the School Operation?						
		10 Time Elements	( )	( )	( )	( )	( )	( )
		Needed (✓) ( ) Length of school year in days ( ) Length of regular school term in days ( ) Length of summer school term in days ( ) Length of school day in minutes						
( )	( )	What Are the School's Vocational Curricular Offerings?						
		11 Vocational Curricular Offerings (See File 01)	( )	( )	( )	( )	( )	( )
		Needed (✓) ( ) Curriculum identification ( ) Total number of vocational curricular offerings by curriculum and instructional characteristics						
( )	( )	What Are the Characteristics of the Students Served by the School?						
		12 Students Served by the School	( )	( )	( )	( )	( )	( )
		Needed (✓) ( ) Average daily membership - vocational (see File 5:20) ( ) Average daily membership - total ( ) Average daily attendance - vocational (see File 5:21) ( ) Average daily attendance - total ( ) Total number of vocational student withdrawals (see File 5:22) ( ) Total number of vocational early leavers by reason for leaving (see File 5:22)						

Agency Presently Asks Question (✓)

Agency Would Ask Question if Data Were Available (✓)

RATING SCALE

Blank	No Importance
1	Significantly Below Average Importance
2	Somewhat Below Average Importance
3	Average Importance
4	Somewhat Above Average Importance
5	Significantly Above Average Importance
6	Critical Importance

USES

Planning	Operation	Evaluation	Finance and Budgeting	Reporting Requirements	Public Information

12 Students Served by the School (continued)

( ) Total vocational enrollment by student characteristics (see File 5)
( ) Total vocational enrollments by curriculum and instructional characteristics (see File 1:26)
( ) Total vocational enrollment by program area (see File 1:01, 26)
( ) Total vocational enrollment by program level (see File 1:01, 26)
( ) Total number of vocational program applicants annually
( ) Total number denied admission to vocational programs by reason of denial
( ) Anticipated number of total enrollments in the short-run (long-run)
( ) Anticipated number of vocational education enrollments in short-run (long-run)

( ) ( ) What Are the Characteristics of the Facilities of the School?

13 Facilities of the School ———— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
( ) Facilities identification
( ) Total number of facilities by property characteristics (see File 8)
( ) Cost of facilities by property characteristics (see File 8)
( ) Total present value of physical plant
( ) Total school instructional capacity
( ) Total school vocational program instructional capacity

( ) ( ) What Are the Characteristics of the Vocational Staff of the School?

14 Vocational Staff of the School (See File 7) ———— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
( ) Personnel identification
( ) Total number of staff
( ) Total number by staff characteristics

( ) ( ) What Are the Post-School Outcomes of the Vocational Completers/ Early Leavers?

15 Post-School Outcomes (See File 6) ———— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
( ) Leaver identification
( ) Total number by post-school outcomes
( ) Post-school outcomes by curricula

Agency Presently Asks Question (✓)	Agency Would Ask Question If Data Were Available (✓)	RATING SCALE	USES: Planning	Operation	Evaluation	Finance and Budgeting	Reporting Requirements	Public Information
		Blank — No Importance 1 — Significantly Below Average Importance 2 — Somewhat Below Average Importance 3 — Average Importance 4 — Somewhat Above Average Importance 5 — Significantly Above Average Importance 6 — Critical Importance						

( ) ( ) What Are the Requirements for School Entrance?

16 Entrance Requirements ——— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
- ( ) Location of residence
- ( ) Minimum technical competencies
- ( ) Minimum physical abilities
- ( ) Achievement in school work
- ( ) Age
- ( ) Court commitment
- ( ) Current employment
- ( ) Employability at the completion of training
- ( ) Grade or year standing
- ( ) Payment of tuition and/or fee
- ( ) Recommendation of teacher, counselor and/or principal
- ( ) Special (or specific minimum) pupil ability, aptitude or interest
- ( ) Special pupil need
- ( ) Other requirements
- ( ) No requirements

( ) ( ) What Student Personnel Services Are Available in the School?

17 Student Personnel Services Available ——— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
- ( ) Educational counseling
- ( ) Career counseling
- ( ) Personal/social counseling
- ( ) Counseling with parents
- ( ) Consultant services to staff members
- ( ) Pupil appraisal services
- ( ) Information services
- ( ) Placement services
- ( ) Follow-up and evaluation services
- ( ) Financial aid
- ( ) Nurse services
- ( ) Provision of care of emergency illness and injury
- ( ) Health counseling for individual students
- ( ) Dental services
- ( ) Referral for diagnosis and/or treatment
- ( ) Administration of psychological tests
- ( ) Interpretation of psychological tests
- ( ) Psychological counseling
- ( ) Speech pathology and audiology services

Agency Presently Asks Question (✓)	Agency Would Ask Question If Data Were Available (✓)	RATING SCALE	USES: Planning	Operation	Evaluation	Finance and Budgeting	Reporting Requirements
		Blank — No Importance 1 — Significantly Below Average Importance 2 — Somewhat Below Average Importance 3 — Average Importance 4 — Somewhat Above Average Importance 5 — Significantly Above Average Importance 6 — Critical Importance					

( ) ( ) What Instructional Support Services Are Available in the School?

18 Instructional Support Services Available ——— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
( ) School library services
( ) Audio-visual services
( ) Curriculum laboratory
( ) Instructional supervision services
( ) Provisions for inservice education

( ) ( ) What Research and Statistical Services Are Available in the School?

19 Research and Statistical Services Available ——— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
( ) Research services
( ) Evaluation services
( ) Statistical services
( ) Other

( ) ( ) What Data Processing Services Are Available in the School?

20 Data Processing Services Available ——— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
( ) Attendance accounting
( ) Class scheduling
( ) Test scoring
( ) Grade reporting
( ) Other data processing services

( ) ( ) What Community Services Are Undertaken by School Personnel?

21 Community Services ——— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
( ) Civic activities
( ) Coordination with community agencies
( ) Identification of community needs
( ) Community welfare activities

( ) ( ) What Is the Amount of School Funding for Vocational Education by Source?

22 Amount of School Funding ——— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
( ) Dollar amount - federal funding
( ) Dollar amount - state funding

Agency Presently Asks Question (✓)	Agency Would Ask Question If Data Were Available (✓)	RATING SCALE	USES: Planning	Operation	Evaluation	Finance and Budgeting	Reporting Requirements	Public Information
		Blank — No Importance 1 — Significantly Below Average Importance 2 — Somewhat Below Average Importance 3 — Average Importance 4 — Somewhat Above Average Importance 5 — Significantly Above Average Importance 6 — Critical Importance						

22 Amount of School Funding (continued)

( ) Dollar amount - local funding
( ) Dollar amount - private funding
( ) Dollar amount - other funding

( ) ( ) What Is the Funding Allocated to the School Under the Vocational Education Act?

23 Funding Allocated to the School ——— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
( ) Dollar allocations by VEA funding categories

( ) ( ) What Are the School's Total Expenditures Aggregated Across Curricula for Vocational Education?

24 School's Total Expenditures for Vocational Education ——— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
( ) By activities
( ) By assignment
( ) By object
( ) By source of funds as a cost center
( ) By part of VEA as a cost center
( ) By program level as a cost center
( ) By program area as a cost center

( ) ( ) What Are the School Expenditures by Curriculum for Vocational Education?

25 School Expenditures by Curriculum for Vocational Education ——— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
( ) By activities (see File 2)
( ) By assignment (see File 3)
( ) By object (see File 4)

( ) ( ) What Are the Unobligated School Allotments Carried Forward for Vocational Education?

26 Unobligated School Allotments Carried Forward for Vocational Education ——— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
( ) Dollar amount

Agency Presently Asks Question (✓)	Agency Would Ask Question If Data Were Available (✓)	RATING SCALE	USES: Planning	Operation	Evaluation	Finance and Budgeting	Reporting Requirements	Public Information
		Blank — No Importance 1 — Significantly Below Average Importance 2 — Somewhat Below Average Importance 3 — Average Importance 4 — Somewhat Above Average Importance 5 — Significantly Above Average Importance 6 — Critical Importance						

( ) ( ) What Are the Characteristics of School-Community Relations?

27 School-Community Relations ——— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)

( ) Number of citizens by occupational level involved in vocational program planning
( ) Number and frequency of involvement of community agencies, institutions and organizations in vocational program planning
( ) Number of parents and other citizen volunteers
( ) Percentage of students whose homes have been visited by school personnel during school year
( ) Number of community groups using school facilities
( ) Membership in parent organization
( ) Percentage of parents in parent organization

( ) ( ) What Are Cooperative Arrangements With Other Agencies?

28 Cooperative Arrangements ——— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)

( ) Number of students dually enrolled
( ) Number of students enrolled in school vocational program received from other school attendance areas
( ) Number of students concurrently enrolled in public postsecondary institutions
( ) Number of students concurrently enrolled in area vocational-technical schools
( ) Number of students concurrently enrolled in a service center
( ) Number of students concurrently enrolled in proprietary postsecondary institutions
( ) Number of students enrolled in student work programs by type of program
( ) Number of students enrolled in student work programs by type of industry
( ) Number of students enrolled in student work programs by type of occupation
( ) Number of students utilizing military training facilities
( ) Number of students utilizing the facilities of manpower skill centers
( ) Number of student-miles of school-provided transportation for off-site education

( ) ( ) What Are the Characteristics of the Vocational Curriculum Advisory Committees Aggregated Across Curricula?

29 Vocational Curriculum Advisory Committees ——— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)

( ) Total membership
( ) Membership by agency, institutional, or organizational representation

Agency Presently Asks Question (✓)

Agency Would Ask Question If Data Were Available (✓)

RATING SCALE

Blank	No Importance
1	Significantly Below Average Importance
2	Somewhat Below Average Importance
3	Average Importance
4	Somewhat Above Average Importance
5	Significantly Above Average Importance
6	Critical Importance

USES

Planning | Operation | Evaluation | Finance and Budgeting | Reporting Requirements | Public Information

29 Vocational Curriculum Advisory Committees (continued)

( ) Average frequency of committee meetings
( ) Methods used in selection of committee membership
( ) Functions of committee(s)

( ) ( ) What Are the Characteristics of the Vocational Program Advisory Committees?

30 Vocational Program Advisory Committee(s) ———— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
( ) Total membership
( ) Membership by agency, institutional or organizational representation
( ) Frequency of committee meetings
( ) Methods used in selection of committee membership
( ) Functions of committee

( ) ( ) What Are the Declared Intentions of the School Population?

31 Declared Intentions of the School Population ———— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
( ) Number of students who at end of ninth grade declare intentions to enroll in vocational program
( ) Number of students who at end of twelfth grade declare intentions to enroll in postsecondary vocational program

Agency Presently Asks Question (✓)	Agency Would Ask Question If Data Were Available (✓)	RATING SCALE	Planning	Operation	Evaluation	Finance and Budgeting	Reporting Requirements	Public Information
		Blank — No Importance 1 — Significantly Below Average Importance 2 — Somewhat Below Average Importance 3 — Average Importance 4 — Somewhat Above Average Importance 5 — Significantly Above Average Importance 6 — Critical Importance	USES					

FILE 10

( ) ( ) WHAT ARE THE LOCAL EDUCATION AGENCY CHARACTERISTICS?

( ) ( ) How Is the LEA Identified?

01 Identification ——— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
( ) Name
( ) LEA code
( ) Geographic location
( ) Type of district
( ) Congressional district(s)

( ) ( ) What Are the Characteristics of the Schools Operated by the LEA?

02 School(s) Operated (See File 9:01-04) ——— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
( ) Number of schools
( ) Name of school(s)
( ) School number/code
( ) Geographic location
( ) Type of school organization (grade level)
( ) Type of school organization (program offerings)

( ) ( ) What Is the Scope of the Central Administration of the LEA?

03 Scope of Central Administration ——— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
( ) Central administration for entire school system
( ) Administration for geographic areas
( ) Central administration for grade level and/or type of school
( ) Autonomous schools
( ) Single school
( ) Other administrative arrangement

Agency Presently Asks Question (✓)
Agency Would Ask Question if Data Were Available (✓)

RATING SCALE

Blank	No Importance
1	Significantly Below Average Importance
2	Somewhat Below Average Importance
3	Average Importance
4	Somewhat Above Average Importance
5	Significantly Above Average Importance
6	Critical Importance

USES: Planning | Operation | Evaluation | Finance and Budgeting | Reporting Requirements | Public Information

( ) ( ) What Is the Locus of Control for the LEA?

04 Control ——— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
( ) Local education agency
( ) City or municipal government
( ) Township government
( ) County government
( ) Other local public agency
( ) State government
( ) Federal government
( ) Combination

( ) ( ) What Is the Organizational Structure of Vocational Education Within the LEA?

05 Organizational Structure of Vocational Education ——— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
( ) Integrated with general education administration
( ) Separate vocational education district with independent legal and financial status
( ) Separate vocational education district with quasi-independent legal and financial status

( ) ( ) What Is the Legal Power of the LEA (Applicable to Separate Vocational Education District)?

06 Legal Power ——— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
( ) Independent tax power
( ) Independent bonding power
( ) Independent contractual power

( ) ( ) What Are the Vocational Curricular Offerings Aggregated Across Schools for the LEA?

07 Vocational Curricular Offerings ——— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
( ) Curriculum identification (see File 1:01)
( ) Total number by curriculum and instructional characteristics (see File 9:11)

Agency Presently Asks Question (✓)

Agency Would Ask Question if Data Were Available (✓)

RATING SCALE

Blank	No Importance
1	Significantly Below Average Importance
2	Somewhat Below Average Importance
3	Average Importance
4	Somewhat Above Average Importance
5	Significantly Above Average Importance
6	Critical Importance

USES

Planning	Operation	Evaluation	Finance and Budgeting	Reporting Requirements	Public Information

( ) ( ) How Many LEAs Are Served by the LEA?

08 LEAs Served by LEA ———— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
( ) Name of LEA (district)
( ) LEA code of participating districts

( ) ( ) What Are the Characteristics of Vocational Students Served by the LEA Aggregated Across Schools?

09 Vocational Students Served by LEA (See File 9:12) ———— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
( ) Average daily membership - vocational
( ) Average daily attendance - vocational
( ) Number of students received annually from other school districts
( ) Total number of withdrawals by type
( ) Number of students sent annually to other school districts
( ) Total number of vocational program applicants annually
( ) Total number of vocational program applicants denied by reason of denial
( ) Total number by reason for early leave
( ) Total enrollment by student characteristics
( ) Total enrollment by curriculum and instructional characteristics
( ) Total enrollment by program area
( ) Total enrollment by program level

( ) ( ) What Are the Facilities of the LEA Aggregated Across Schools?

10 Facilities of LEA (See File 9:13) ———— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
( ) Facilities identification
( ) Total number by property characteristics
( ) Cost by property characteristics

( ) ( ) What Are the Facilities of the LEA Administrative Office(s)?

11 Facilities of LEA (See File 8:01, 02) ———— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
( ) Facilities identification
( ) Total number by property characteristics
( ) Cost by property characteristics

Agency Presently Asks Question (✓)	Agency Would Ask Question If Data Were Available (✓)		Planning	Operation	Evaluation	Finance and Budgeting	Reporting Requirements	Public Information
		RATING SCALE			**USES**			
		Blank — No Importance 1 — Significantly Below Average Importance 2 — Somewhat Below Average Importance 3 — Average Importance 4 — Somewhat Above Average Importance 5 — Significantly Above Average Importance 6 — Critical Importance						
( )	( )	What Are the Vocational Staff of the LEA Aggregated Across Schools?						
		12 Vocational Staff of LEA (See File 9:14)	( )	( )	( )	( )	( )	( )
		Needed (✓) ( ) Staff identification ( ) Total number by staff characteristics						
( )	( )	What Are the Vocational Staff of the LEA Administrative Office(s)?						
		13 Vocational Staff of LEA (See File 7:23)	( )	( )	( )	( )	( )	( )
		Needed (✓) ( ) Staff identification ( ) Total number by staff characteristics (see File 7:01-22)						
( )	( )	What Are the Post-School Outcomes Aggregated Across Schools?						
		14 Post-School Outcomes (See File 9:15)	( )	( )	( )	( )	( )	( )
		Needed (✓) ( ) Leaver identification ( ) Total number by post-school outcomes ( ) Post-school outcomes by curricula						
( )	( )	What Are the Characteristics of the Schools Contained in the LEA Aggregated Across Schools?						
		15 School Characteristics (See Files 9:05-10, 16, 23, 26-29)	( )	( )	( )	( )	( )	( )
		Needed (✓) ( ) School identification ( ) Total number by school characteristics						
( )	( )	What Are the Sources of Funding for Vocational Education at the LEA Level?						
		16 Sources of Funding	( )	( )	( )	( )	( )	( )
		Needed (✓) ( ) Dollar amount - federal funds ( ) Dollar amount - state funds ( ) Dollar amount - local funds						

Agency Presently Asks Question (✓)

Agency Would Ask Question If Data Were Available (✓)

RATING SCALE

Blank	No Importance
1	Significantly Below Average Importance
2	Somewhat Below Average Importance
3	Average Importance
4	Somewhat Above Average Importance
5	Significantly Above Average Importance
6	Critical Importance

USES

Planning	Operation	Evaluation	Finance and Budgeting	Reporting Requirements	Public Information

( ) ( ) What Is the Funding Allocated to the LEA Under the Vocational Education Act?

17 Type(s) of Funding Allocated to LEA ——— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
( ) Dollar allocations by Vocational Education Act funding categories

( ) ( ) What Are the LEA Expenditures by Schools Aggregated Across Curricula?

18 LEA Expenditures ——— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
( ) By activities (see File 9:24)
( ) By assignment (see File 9:24)
( ) By object (see File 9:24)
( ) By source of funds as a cost center
( ) By part of VEA as a cost center
( ) By program area as a cost center
( ) By program level as a cost center

( ) ( ) What Are the LEA Total Expenditures Aggregated Across Schools?

19 LEA Total Expenditures ——— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
( ) By activities (see File 9:24)
( ) By assignment (see File 9:24)
( ) By object (see File 9:24)
( ) By source of funds as a cost center
( ) By part of VEA as a cost center
( ) By program area as a cost center
( ) By program level as a cost center

( ) ( ) What Are the LEA Expenditures by Curricula Aggregated Across Schools?

20 LEA Expenditures by Curricula (See File 9:25) ——— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
( ) By activities
( ) By assignment
( ) By object
( ) By source of funds as a cost center
( ) By part of VEA as a cost center
( ) By program area as a cost center
( ) By program level as a cost center

Agency Presently Asks Question (✓)	Agency Would Ask Question if Data Were Available (✓)	RATING SCALE	USES					
			Planning	Operation	Evaluation	Finance and Budgeting	Reporting Requirements	Public Information
		Blank No Importance 1 Significantly Below Average Importance 2 Somewhat Below Average Importance 3 Average Importance 4 Somewhat Above Average Importance 5 Significantly Above Average Importance 6 Critical Importance						
( )	( )	What Are the Unobligated Allotments Carried Forward for Vocational Programs?						
		21 Unobligated Allotments Carried Forward	( )	( )	( )	( )	( )	( )
		Needed (✓) ( ) Dollar amounts						
( )	( )	What Are the Community Relations at the LEA Level?						
		22 Community Relations	( )	( )	( )	( )	( )	( )
		Needed (✓) ( ) Number of citizens by type involved in vocational program planning ( ) Average attendance at school board meetings ( ) Average attendance at vocational committee meetings ( ) Number of parents and other citizen volunteers ( ) Percentage of pupils whose homes have been visited by school personnel during shool year ( ) Number of groups using school facilities ( ) PTA membership ( ) Percentage of parents in PTA ( ) Average length of service of school board members ( ) Average length of service of vocational personnel on school board ( ) Number of LEA staff on CETA local prime sponsor manpower advisory council						
( )	( )	What Are the Cooperative Arrangements at the LEA Level?						
		23 Cooperative Arrangements	( )	( )	( )	( )	( )	( )
		Needed (✓) ( ) Number of students in secondary district concurrently enrolled in public (proprietary) postsecondary institutions ( ) Number of students in postsecondary district concurrently enrolled in area vocational-technical center ( ) Number of students enrolled in student work programs by type of program ( ) Number of students enrolled in student work programs by type of industry ( ) Number of students enrolled in student work programs by type of occupation ( ) Number of students utilizing military training facilities ( ) Number of students utilizing the facilities of manpower skill centers ( ) Number of student-miles of school-provided transportation by off-site education						

Agency Presently Asks Question (✓)

Agency Would Ask Question if Data Were Available (✓)

RATING SCALE		USES					
		Planning	Operation	Evaluation	Finance and Budgeting	Reporting Requirements	Public Information
Blank	No Importance						
1	Significantly Below Average Importance						
2	Somewhat Below Average Importance						
3	Average Importance						
4	Somewhat Above Average Importance						
5	Significantly Above Average Importance						
6	Critical Importance						

23 Cooperative Arrangements (continued)

( ) Number of CETA funded manpower enrollees in LEA vocational program by curricula
( ) Number of CETA manpower slots in LEA vocational program by curricula

( ) ( ) What Are the Characteristics of School Advisory Committees Aggregated Over Schools?

24 School Advisory Committees (See File 9:30) ———— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
( ) Total membership
( ) Membership by agency, institutional or organizational representation
( ) Average frequency of committee meetings
( ) Methods used in selection of committee membership
( ) Functions of committees

( ) ( ) What Are the Characteristics of the LEA Advisory Committee?

25 Advisory Committee — ———— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
( ) Total membership
( ) Membership by agency, institutional or organizational representation
( ) Frequency of committee meetings
( ) Methods used in selection of committee membership
( ) Function of committee

Agency Presently Asks Question (✓)

Agency Would Ask Question If Data Were Available (✓)

RATING SCALE		USES					
		Planning	Operation	Evaluation	Finance and Budgeting	Reporting Requirements	Public Information
Blank	No Importance						
1	Significantly Below Average Importance						
2	Somewhat Below Average Importance						
3	Average Importance						
4	Somewhat Above Average Importance						
5	Significantly Above Average Importance						
6	Critical Importance						

FILE 11

( ) ( ) WHAT ARE THE CHARACTERISTICS OF THE LOCAL EDUCATION AGENCY VOCATIONAL SERVICE AREA?

( ) ( ) How Is the LEA Identified?

01 LEA Identification ——— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
( ) LEA name
( ) LEA code

( ) ( ) What Is the Geographic Coverage of the LEA Service Area?

02 Geographic Coverage ——— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
( ) Nationwide
( ) Multi-state region
( ) State economic area
( ) Economic subregion
( ) County
( ) Multi-county planning area
( ) School district
( ) Special purpose district
( ) Minor civil division
( ) Urban place
( ) SMSA
( ) Other

( ) ( ) What Are the General Population Characteristics of the LEA Service Area?

03 General Population Characteristics of Service Area ——— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
( ) Total population
( ) Total population projection
( ) Age-specific population
( ) Age-specific population projection
( ) Sex-specific population
( ) Sex-specific population projection
( ) Age, sex specific population
( ) Age, sex specific population projection
( ) Sex ratio

Agency Presently Asks Question (✓)

Agency Would Ask Question If Data Were Available (✓)

RATING SCALE

Blank	No Importance
1	Significantly Below Average Importance
2	Somewhat Below Average Importance
3	Average Importance
4	Somewhat Above Average Importance
5	Significantly Above Average Importance
6	Critical Importance

USES

Planning | Operation | Evaluation | Finance and Budgeting | Reporting Requirements | Public Information

03 General Population Characteristics of Service Area (continued)

( ) Population increase (decrease)
( ) Percentage annual increase (decrease)
( ) Median age
( ) White population
( ) Black population
( ) Indian population
( ) Other population
( ) Foreign-born population
( ) Ratio of population ages 5-15 to population ages 16-64
( ) Ratio of population under 18 and over 65 to population ages 18-64
( ) Ratio of number of children ages 1-5 to number ages 10-14
( ) Urban population
( ) Rural farm population
( ) Rural non-farm population
( ) Percent change in urban population
( ) Percent change in rural population

( ) ( ) What Are the Vital Statistics of the LEA Service Area?

04 Vital Statistics ———— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
( ) Annual births
( ) Crude birth rate
( ) Annual deaths
( ) Crude death rate
( ) Annual infant deaths
( ) Infant mortality rate
( ) Natural population increase (decrease)
( ) Age-specific birth rate
( ) Age-specific death rate
( ) Net migration
( ) Annual divorces and annulments
( ) Divorce and annulment rate
( ) Annual suicides by age and socioeconomic characteristics
( ) Delinquencies
( ) Drug arrests of juveniles

( ) ( ) What Are the Household Characteristics of the LEA Service Area?

05 Household Characteristics ———— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
( ) Number of households
( ) Average size per household
( ) Percent of families which are husband-wife families

Agency Presently Asks Question (✓)	Agency Would Ask Question If Data Were Available (✓)	RATING SCALE	USES: Planning	Operation	Evaluation	Finance and Budgeting	Reporting Requirements	Public Information
		Blank — No Importance 1 — Significantly Below Average Importance 2 — Somewhat Below Average Importance 3 — Average Importance 4 — Somewhat Above Average Importance 5 — Significantly Above Average Importance 6 — Critical Importance						

05 Household Characteristics (continued)

( ) Percent of children under 18 living with both parents
( ) Percent of families with members under 18 who have female heads
( ) Percent of children under 18 living with their parents but the father is not present as the household head
( ) Percent of families with member under 18 years of age
( ) Percent of children under 18 in housing with one or more persons per room
( ) Median persons per room
( ) Percent of occupied housing units with 1.01 or more persons per room
( ) Percent of rental housing with a monthly contract rent of $80 or less
( ) Average value of owner-occupied housing
( ) Percent of occupied housing units occupied by owner
( ) Percent of occupied housing that is Black occupied
( ) Median family income
( ) Percent of all families with income less than poverty level
( ) Number of families with children under 18 who have family income less than poverty level
( ) Percent of all households with income less than poverty level
( ) Percent of families with annual income of $10,000 or less
( ) Percent of families with annual income in excess of $10,000

( ) ( ) What Are the Employment Characteristics of the Population in the LEA Service Area?

06 Employment Characteristics of Population ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
( ) Civilian labor force
( ) White civilian labor force by sex
( ) Black civilian labor force by sex
( ) Male civilian labor force by age
( ) Female civilian labor force by age
( ) Labor force participation rate by age, sex and race
( ) Unemployment rate by age, sex and race
( ) Characteristics of the unemployed
( ) Employment by occupations
( ) Average hours and earnings by industry
( ) Percentage change in occupational employment classifications over a specified number of years
( ) Percentage change in industrial employment classification over a specified number of years
( ) Mobility patterns of work force (geographic and occupational)
( ) Employment by industrial grouping

Agency Presently Asks Question (✓)	Agency Would Ask Question If Data Were Available (✓)	RATING SCALE	USES: Planning	Operation	Evaluation	Finance and Budgeting	Reporting Requirements	Public Information
		Blank — No Importance 1 — Significantly Below Average Importance 2 — Somewhat Below Average Importance 3 — Average Importance 4 — Somewhat Above Average Importance 5 — Significantly Above Average Importance 6 — Critical Importance						

( ) ( ) What Are the Current Employment Opportunities in the LEA Service Area?

07 Current Employment Opportunities ——— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)

( ) Job vacancies by occupations
( ) Job vacancies by industry
( ) Indicator(s) of labor supply by occupations
( ) Names and addresses of firms by occupations
( ) Names and addresses of firms by industry
( ) Hiring agents for significant occupation
( ) Typical job duties by specific occupation
( ) Characteristics of worker customarily hired in the occupation
( ) Licensure, credentials and certificate requirements for specific occupations
( ) Union affiliation by occupation
( ) Apprenticeship opportunities by occupation
( ) Training opportunities by industry
( ) Listing of employers who conduct OJT
( ) Employers who customarily hire workers from specific applicant groups
( ) Hiring channels customarily needed for specific occupations
( ) Hiring practices of significant employers
( ) Prevailing wage rates for selected occupations
( ) Geographic location of "job centers" and "industry centers"
( ) Labor demand-supply relations for selected occupations

( ) ( ) What Are the Employment Prospects in the LEA Service Area?

08 Employment Prospects ——— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)

( ) Anticipated short-term (one year) labor demand by occupation
( ) Anticipated longer-term (five years) labor demand by occupation
( ) Anticipated short-term (one year) labor supply by occupation
( ) Anticipated longer-term (five years) labor supply by occupation
( ) Longer-term employment projections by industry
( ) Anticipated changes in typical job duties for selected occupations
( ) Anticipated changes in characteristics of "worker customarily hired" in occupation

Agency Presently Asks Question (✓)	Agency Would Ask Question If Data Were Available (✓)	RATING SCALE	USES: Planning	Operation	Evaluation	Finance and Budgeting	Reporting Requirements	Public Information
		Blank — No Importance						
		1 — Significantly Below Average Importance						
		2 — Somewhat Below Average Importance						
		3 — Average Importance						
		4 — Somewhat Above Average Importance						
		5 — Significantly Above Average Importance						
		6 — Critical Importance						

( ) ( ) What Are the Educational Characteristics of the Population in the LEA Service Area?

09 Educational Characteristics ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)

( ) Median years schooling completed by race and sex
( ) Number of male (female) population 25 and above graduated from college
( ) Number of male (female) population 25 and above attended college, but did not graduate
( ) Number of male (female) population 25 and above that graduated from high school
( ) Number of male (female) population 25 and above that are not high school graduates
( ) Number of male (female) population completing less than fifth grade
( ) Public school enrollment, grades K-8
( ) Number of private schools, K-8
( ) Private school enrollment, grades K-8
( ) Public school enrollment, grades 9-12
( ) Number of private schools, grades 9-12
( ) Private school enrollment, grades 9-12
( ) Number of proprietary schools
( ) Enrollment in proprietary schools
( ) Number enrolled in community colleges per 1000 population ages 16-24
( ) Number enrolled in senior colleges and universities per 1000 population ages 18-24
( ) Number enrolled in community colleges per 100 high school graduates
( ) Number of annual high school graduates enrolled in senior colleges
( ) Number of annual high school graduates enrolled in community colleges and technical institutes
( ) Number of annual high school graduates enrolled in trade, business, nursing schools
( ) Number of annual high school graduates who are gainfully employed
( ) Number of enrollees in college transfer programs per 100 enrollees in community colleges
( ) Number of enrollees in general education programs per 100 enrollees in community colleges
( ) Number of enrollees in technical programs per 100 enrollees in community colleges
( ) Number of enrollees in vocational programs per 100 enrollees in community colleges
( ) Number of enrollees in adult basic education courses per 100 population ages 16-64
( ) Number of males (females) 16-21 years old who are not enrolled in school per 100 males 16-21
( ) Number of enrollees in secondary vocational education per 100 secondary enrollees
( ) Number of males (females) 16-21 years old who are not high school graduates per 100 males 16-21
(✓) Number of males (females) 16-21 years old who are unemployed or not in labor force per 100 males not enrolled in school

Agency Presently Asks Question (✓)
Agency Should Ask Question If Data Were Available (✓)

RATING SCALE

Blank	No Importance
1	Significantly Below Average Importance
2	Somewhat Below Average Importance
3	Average Importance
4	Somewhat Above Average Importance
5	Significantly Above Average Importance
6	Critical Importance

USES

Planning	Operation	Evaluation	Finance and Budgeting	Reporting Requirements	Public Information

( ) ( ) What Are the General Economic Characteristics of the LEA Service Area?

10 General Economic Characteristics ——— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)

( ) Number employed and taxable payroll by industrial groups
( ) Percentage change in number employed and taxable payroll for selected years
( ) Per capita income
( ) Total bank deposits (loans)
( ) Percentage change in total bank deposits
( ) Number of commercial farms
( ) Value of farm products sold (including livestock)
( ) Number of farm operators working off farm more than 100 days
( ) Average sales per farm
( ) Average value of farm
( ) Auto registration
( ) Truck registration
( ) Savings Capital of Savings and Loan Associations
( ) Value added by manufacturers
( ) Value of minerals produced
( ) Percentage change in value added by manufacture for selected years
( ) Total retail sales
( ) Per capita retail sales
( ) Percentage change in total retail sales for selected years
( ) Total dollar value wholesale sales
( ) Percentage change in total dollar value wholesale sales for selected years
( ) Building permits per year
( ) Capital investment by industry group

( ) ( ) What Are the Economic Characteristics of Local Government(s) in the LEA Service Area?

11 Economic Characteristics of Local Government(s) ——— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)

( ) Local government annual revenue by source
( ) Annual expenditures by expenditure categories
( ) Bonded indebtedness
( ) Bonded indebtedness limit
( ) Capital improvement budget
( ) Total tax levies by types of taxes
( ) Total property tax rates for specified school purposes
( ) Local government shares of state administered tax levies by types of taxes
( ) Per capita bonded indebtedness
( ) Ratio bonded indebtedness to bonded indebtedness limit
( ) Total revenue from state sources
( ) Total revenue from federal sources

Agency Presently Asks Question (✓)	Agency Would Ask Question if Data Were Available (✓)	RATING SCALE	USES					
			Planning	Operation	Evaluation	Finance and Budgeting	Reporting Requirements	Public Information
		Blank — No Importance						
		1 — Significantly Below Average Importance						
		2 — Somewhat Below Average Importance						
		3 — Average Importance						
		4 — Somewhat Above Average Importance						
		5 — Significantly Above Average Importance						
		6 — Critical Importance						

( ) ( ) What Is the Revenue Base(s) for Public Education in the LEA Service Area?

12 Revenue Base(s) for Public Education ——— ( ) ( ) ( ) ( ) ( ) (

Needed (✓)

( ) Total assessed value of all property subject to taxation
( ) Percentage change in assessed valuation for selected years
( ) Total assessed value of real (tangible personal) property
( ) Official property assessment ratio
( ) Property tax rate
( ) Total property tax levied for schools
( ) Ratio of total property taxes levied for schools to total property taxes levied for all purposes
( ) Value of tax exempt property
( ) Total local expenditures for public school education
( ) Per capita local expenditures for public school education
( ) Per capita state expenditure for public school education
( ) Per capita federal expenditure for public school education

( ) ( ) What Is the Political Support for Public Education in the LEA Service Area?

13 Political Support for Public Education ——— ( ) ( ) ( ) ( ) ( ) (

Needed (✓)

( ) Voter registration by party
( ) Voter ratio
( ) Votes cast in last three local elections
( ) Votes cast in school operating levy (local elections) last three elections
( ) Outcomes of local elections

( ) ( ) What Are the Vocational Training Resources in the LEA Service Area?

14 Vocational Training Resources ——— ( ) ( ) ( ) ( ) ( ) (

Needed (✓)

( ) Number of training slots in business and industry
( ) Number of training slots in civilian governmental agencies
( ) Number of training slots in private agencies and organizations
( ) Number of training slots in military installations
( ) Number of training slots by prime sponsors under CETA

Agency Presently Asks Question (✓)	Agency Would Ask Question If Data Were Available (✓)	RATING SCALE	USES					
			Planning	Operation	Evaluation	Finance and Budgeting	Reporting Requirements	Public Information
		Blank No Importance						
		1 Significantly Below Average Importance						
		2 Somewhat Below Average Importance						
		3 Average Importance						
		4 Somewhat Above Average Importance						
		5 Significantly Above Average Importance						
		6 Critical Importance						
( )	( )	What Are the CETA Program Characteristics in the LEA Service Area?						
		15 CETA Program Characteristics	( )	( )	( )	( )	( )	

Needed (✓)

( ) Number of prime sponsors in service area

( ) Total amount of CETA Title I funds received by prime sponsors in service area

( ) Amount of five percent supplemental vocational education funds received by prime sponsors in service area

( ) Amount of five percent supplemental vocational education funds expended by local prime sponsors for public vocational education schools

( ) Amount of CETA Title I funds expended by local prime sponsors on public vocational education schools

Agency Presently Asks Question (✓)

Agency Would Ask Question if Data Were Available (✓)

RATING SCALE		USES					
		Planning	Operation	Evaluation	Finance and Budgeting	Reporting Requirements	Public Information
Blank	No Importance						
1	Significantly Below Average Importance						
2	Somewhat Below Average Importance						
3	Average Importance						
4	Somewhat Above Average Importance						
5	Significantly Above Average Importance						
6	Critical Importance						

FILE 12

( ) ( ) WHAT ARE THE VOCATIONAL EDUCATION CHARACTERISTICS OF THE STATE EDUCATION AGENCY?

( ) ( ) How Is the State Education Agency Identified?

01 Identification ———— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
( ) Name
( ) SEA code

( ) ( ) What Is the Total State Expenditure for Vocational Education?

02 Total State Expenditure for Vocational Education ———— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
( ) By activity (see File 13)
( ) By object (see File 14)
( ) By part of the VEA as a cost center
( ) By source of revenue as a cost center
( ) By program area as a cost center
( ) By program level as a cost center

( ) ( ) What Is the Total Local Education Agency Expenditure for Vocational Education Aggregated Across LEAs?

03 Total Local Education Agency Expenditure for Vocational Education Aggregated Across LEAs (See File 10:17-19) ———— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
( ) By activity
( ) By assignment
( ) By object
( ) By part of the VEA as a cost center
( ) By source of funds as a cost center
( ) By program area as a cost center
( ) By program level as a cost center
( ) By curricula as a cost center

Agency Presently Asks Question (✓)

Agency Would Ask Question If Data Were Available (✓)

RATING SCALE

Blank	No Importance
1	Significantly Below Average Importance
2	Somewhat Below Average Importance
3	Average Importance
4	Somewhat Above Average Importance
5	Significantly Above Average Importance
6	Critical Importance

USES

Planning	Operation	Evaluation	Finance and Budgeting	Reporting Requirements	Public Information

( ) ( ) What Is the Total Local Education Agency Expenditure Aggregated Across Curricula?

04 Total Local Education Agency Expenditure (See File 10, 17, 19) ———— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
- ( ) By activity
- ( ) By assignment
- ( ) By object
- ( ) By part of VEA as a cost center
- ( ) By source of funds as a cost center
- ( ) By program area as a cost center
- ( ) By program level as a cost center
- ( ) By school as a cost center
- ( ) By LEA as a cost center

( ) ( ) What Is the Total Vocational Education Revenue?

05 Total Vocational Education Revenue ———— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
- ( ) From federal sources
- ( ) From state sources
- ( ) From local sources

( ) ( ) What Is the Total State Vocational Education Aids and Expenditures?

06 State Vocational Education Aids and Expenditures ———— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
- ( ) Dollar expenditure by general-purpose flat grants
- ( ) Dollar expenditure by general-purpose equalizing grants
- ( ) Dollar expenditure by special-purpose flat grants
- ( ) Dollar expenditure by special-purpose equalizing grants

( ) ( ) What Is the Method for Distribution of Part B VEA Funds to Local Education Agencies?

07 Method for Distribution of Part B VEA Funds to Local Education Agencies ———— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
- ( ) Mathematical equilization formula (describe formula)
- ( ) Competitive project selection
- ( ) Administrative discretion
- ( ) Combination
- ( ) Other

Agency Presently Asks Question (✓)

Agency Would Ask Question If Data Were Available (✓)

RATING SCALE

Blank	No Importance
1	Significantly Below Average Importance
2	Somewhat Below Average Importance
3	Average Importance
4	Somewhat Above Average Importance
5	Significantly Above Average Importance
6	Critical Importance

USES

Planning	Operation	Evaluation	Finance and Budgeting	Reporting Requirements	Public Information

( ) ( ) What Is the Criteria Used by the State in the Distribution of Part B VEA Funds?

08 Criteria Used by the State in the Distribution of Part B VEA Funds ——— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
- ( ) Manpower needs and job opportunities
- ( ) Differences in vocational education needs
- ( ) Relative ability to provide resources
- ( ) Relative costs of programs, services and activities
- ( ) Vocational staff characteristics
- ( ) Student enrollment
- ( ) Others

( ) ( ) What Is the Relative Weight Given to Criteria Used in State Distribution of Part B VEA Funds?

09 Relative Weight Given to Criteria Used in State Distribution of Part B VEA Funds ——— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
- ( ) Description of criteria
- ( ) Relative weight assigned each criteria

( ) ( ) What Is the Basis for State Distribution of VEA Funds?

10 Basis for State Distribution of VEA Funds ——— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
- ( ) Reimbursement for incurred costs
- ( ) Reimbursement for anticipated costs
- ( ) Other

( ) ( ) What Is the Total Statewide Enrollment in Vocational Education?

11 Total Statewide Enrollment in Vocational Education (See File 10-09) ——— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
- ( ) By curriculum characteristics
- ( ) By student characteristics
- ( ) By program area
- ( ) By program level

Agency Presently Asks Question (✓)	Agency Would Ask Question If Data Were Available (✓)	RATING SCALE	Planning	Operation	Evaluation	Finance and Budgeting	Reporting Requirements	Public Information
		Blank No Importance 1 Significantly Below Average Importance 2 Somewhat Below Average Importance 3 Average Importance 4 Somewhat Above Average Importance 5 Significantly Above Average Importance 6 Critical Importance	USES					

( ) ( ) What Is the Total Enrollment in Vocational Education?

12 Total Enrollment in Vocational Education ——— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
( ) By LEA (public schools)
( ) By private schools
( ) By public schools

( ) ( ) What Is the Per Pupil Expenditure in Vocational Education?

13 Per Pupil Expenditure in Vocational Education ——— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
( ) Total statewide
( ) By parts of VEA
( ) By program level
( ) By program area
( ) By sources of funds
( ) By LEA
( ) By school

( ) ( ) What Is the Total Number of Statewide Vocational Program Completers/Early Leavers Aggregated Across LEAs?

14 Total Number of Statewide Vocational Program Completers/Early Leavers (See File 10:09) ——— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
( ) Number of curriculum completers by curriculum
( ) Number of early leavers by curriculum
( ) Number by reason for early leave by curriculum

( ) ( ) What Are the Characteristics of Statewide Vocational Education Staff (State Plus Aggregated LEA Staff)?

15 Vocational Education Staff (See Files 10:12, 13 and File 16) ——— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
( ) Staff identification
( ) Total number
( ) Total number by staff characteristics

( ) ( ) What Are the Statewide Vocational Curricular Offerings Aggregated Across LEAs?

16 Statewide Vocational Curricular Offerings (See File 10:07) ——— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
( ) Total number by curricular characteristics

Agency Presently Asks Question (✓)
Agency Would Ask Question If Data Were Available (✓)

RATING SCALE

Blank	No Importance
1	Significantly Below Average Importance
2	Somewhat Below Average Importance
3	Average Importance
4	Somewhat Above Average Importance
5	Significantly Above Average Importance
6	Critical Importance

USES

	Planning	Operation	Evaluation	Finance and Budgeting	Reporting Requirements	Public Information
( ) ( ) What Are the Statewide Characteristics of Vocational Property (State Plus Aggregated LEA Property)?						
17 Vocational Property (See Files 10:10, 11 and File 16)	( )	( )	( )	( )	( )	( )

Needed (✓)
( ) Property identification
( ) Total cost by property characteristics (see Files 5, 11)
( ) Total number by property characteristics (see Files 5, 11)

	Planning	Operation	Evaluation	Finance and Budgeting	Reporting Requirements	Public Information
( ) ( ) What Are the Statewide Vocational Student Post-School Outcomes Aggregated Across LEAs?						
18 Vocational Student Post-School Outcomes (See File 10:14)	( )	( )	( )	( )	( )	( )

Needed (✓)
( ) Number employed in state
( ) Total number by post-school outcomes
( ) Post-school outcomes by curriculum
( ) Post-school outcomes by LEA

	Planning	Operation	Evaluation	Finance and Budgeting	Reporting Requirements	Public Information
( ) ( ) What Is the Statewide LEA Information Aggregated Across LEAs?						
19 Statewide LEA Information (See File 10)	( )	( )	( )	( )	( )	( )

Needed (✓)
( ) LEA identification
( ) Total number of LEAs by LEA characteristics
( ) LEA characteristics by substate areas

Agency Presently Asks Question (✓)	Agency Would Ask Question If Data Were Available (✓)	RATING SCALE	USES: Planning	Operation	Evaluation	Finance and Budgeting	Reporting Requirements	Public Information
		Blank — No Importance 1 — Significantly Below Average Importance 2 — Somewhat Below Average Importance 3 — Average Importance 4 — Somewhat Above Average Importance 5 — Significantly Above Average Importance 6 — Critical Importance						

FILE 13

( ) ( ) WHAT ARE THE STATE EDUCATION AGENCY VOCATIONAL EXPENDITURES BY ACTIVITIES?

( ) ( ) How Is the State Education Agency Identified?

01 Identification ( ) ( ) ( ) ( ) ( ) ( )

Needed ( )
( ) Name
( ) SEA code

( ) ( ) What Is the State Vocational Education Expenditure for General Management Activities?

02 General Management ( ) ( ) ( ) ( ) ( ) ( )

Needed ( )
( ) Agency-wide policy development activities
( ) Agency-wide policy implementation activities
( ) Internal agency coordination activities
( ) Coordination with other state agencies activities
( ) Coordination with nongovernmental agencies activities
( ) Interstate agency relations activities
( ) Agency federal relations activities
( ) Agency local relations activities
( ) Agency public relations activities
( ) Agency human rights activities
( ) Agency legislative liaison activities
( ) Agency personnel negotiations activities
( ) Preservice orientation and training management activities
( ) Fellowship, internship, and traineeship management activities
( ) Institutes, workshops, conferences, and special courses management activities
( ) Other general management activities

( ) ( ) What Is the State Vocational Education Expenditure for Planning, Research, Development, and Evaluation Activities?

03 Planning, Research, Development and Evaluation ( ) ( ) ( ) ( ) ( ) ( )

Needed ( )
( ) Management of planning, research, development and evaluation activities
( ) Agency-wide planning activities
( ) Inter-agency planning activities
( ) State plan preparation

Agency Presently Asks Question (✓)

Agency Would Ask Question If Data Were Available (✓)

RATING SCALE		USES					
		Planning	Operation	Evaluation	Finance and Budgeting	Reporting Requirements	Public Information
Blank	No Importance						
1	Significantly Below Average Importance						
2	Somewhat Below Average Importance						
3	Average Importance						
4	Somewhat Above Average Importance						
5	Significantly Above Average Importance						
6	Critical Importance						

03 Planning, Research, Development and Evaluation (continued)

( ) Local plan review activities
( ) Curricular research activities
( ) Student achievement research activities
( ) School facilities research activities
( ) Personnel staffing research activities
( ) Demonstration and dissemination activities
( ) Intra-agency evaluation activities
( ) Other, research, development and evaluation activities

( ) ( ) What Is the State Vocational Education Expenditure for Internal Agency-Wide Support Services Activities?

04 Internal Agency-Wide Support Services ( ) ( ) ( ) ( ) ( ) ( )

Needed ( )
( ) Agency support services management activities
( ) Statistical services activities
( ) Curricular development services activities
( ) Auditing services activities
( ) Mail control services activities
( ) Payroll services activities
( ) Purchasing services activities
( ) Supply services activities
( ) Personnel management services activities
( ) Property management services activities
( ) Legal services activities
( ) Legislative services activities
( ) Library services activities
( ) Data systems services activities
( ) Machine data processing services activities
( ) Graphic arts services activities
( ) Publication services activities
( ) Editorial services activities
( ) Record management services activities

( ) ( ) What Is the Total State Vocational Education Expenditure for Improvement and Approval of Programs and Services Activities?

05 Improvement and Approval of Programs and Services ( ) ( ) ( ) ( ) ( ) ( )

Needed ( )
( ) Management of improvement and program approval services activities
( ) Teacher education program improvement activities
( ) Student teacher program improvement activities
( ) Other teacher education improvement activities
( ) Public school approval, accreditation, licensing and chartering activities
( ) Nonpublic school approval, accreditation, licensing and chartering activities

Agency Presently Asks Question (✓)
Agency Would Ask Question if Data Were Available (✓)

RATING SCALE

Blank	No Importance
1	Significantly Below Average Importance
2	Somewhat Below Average Importance
3	Average Importance
4	Somewhat Above Average Importance
5	Significantly Above Average Importance
6	Critical Importance

USES

Planning	Operation	Evaluation	Finance and Budgeting	Reporting Requirements	Public Information

05 Improvement and Approval of Programs and Services (continued)

( ) Public school personnel certification and licensing activities
( ) Nonpublic school personnel certification and licensing activities
( ) Nonschool personnel certification and licensing activities

( ) ( ) What Is the Total State Vocational Education Expenditure for Direct Assistance Activities?

06 Direct Assistance (exclusive of consultative services) ( ) ( ) ( ) ( ) ( ) ( )

Needed ( )
( ) Direct assistance to local personnel in preservice orientation and training activities
( ) Direct assistance to local personnel in providing fellowships/traineeships/internships activities
( ) Direct assistance to students in providing scholarships and work study opportunities activities
( ) Educational media services provided local districts (schools) activities
( ) Transportation service provided local districts (schools) activities
( ) Vocational rehabilitation services activities
( ) Budget review and audit services activities
( ) Civil defense services activities

( ) ( ) What is the Total State Vocational Education Expenditure for Agency Operated Schools and Institutions Activities?

07 Agency Operated Schools and Institutions ( ) ( ) ( ) ( ) ( ) ( )

Needed ( )
( ) Operation of area vocational school activities
( ) Operation of adult education institution activities
( ) Operation of area service center activities
( ) Operation of career education center activities
( ) Operation of postsecondary school activities
( ) Operation of special school activities
( ) Other operation activities

( ) ( ) What Is the Total State Vocational Education Expenditures for Distribution of Resources Activities?

08 Distribution of Resources ( ) ( ) ( ) ( ) ( ) ( )

Needed ( )
( ) Management of distribution of resources activities
( ) Allocation and distribution of VEA financial grants activities

Agency Presently Asks Question (✓)

Agency Would Ask Question If Data Were Available (✓)

RATING SCALE		USES					
		Planning	Operation	Evaluation	Budgeting	Reporting Requirements	Public Information
Blank	No Importance						
1	Significantly Below Average Importance						
2	Somewhat Below Average Importance						
3	Average Importance						
4	Somewhat Above Average Importance						
5	Significantly Above Average Importance						
6	Critical Importance						

08 Distribution of Resources (continued)

( ) Allocation and distribution of state financial grants and subsidies activities
( ) Allocation and distribution of other financial resources activities
( ) Allocation and distribution of materials and equipment activities

( ) ( ) What Is the Total State Vocational Education Expenditure for Consultative Services Activities?

09 Consultative Services ( ) ( ) ( ) ( ) ( ) ( )

Needed ( )
( ) Management of consultative services activities
( ) Instructional consultative assistance by program area services activities
( ) General instructional consultative assistance by program level service activities
( ) Cooperative instructional consultative services activities
( ) Career education consultative services activities
( ) Occupational exploration consultative services activities
( ) Education for the disadvantaged consultative services activities
( ) Education for the handicapped consultative services activities
( ) Migrant educational instruction consultative services activities
( ) Urban educational instructional consultative services activities
( ) Bilingual educational instructional consultative services activities
( ) Specially funded instructional consultative services activities
( ) Educational media consultative services activities
( ) Guidance/counseling consultative services activities
( ) Other student support consultative services activities
( ) District and school organizational consultative services activities
( ) School plant facilities consultative services activities
( ) Program planning consultative services activities
( ) Program evaluation consultative services activities
( ) Management information system consultative services activities
( ) Machine data processing consultative services activities
( ) Fiscal management consultative services activities
( ) Personnel management consultative services activities
( ) Legal and legislative consultative services activities
( ) Preservice orientation and training consultative services activities

Agency Presently Asks Question (✓)

Agency Would Ask Question If Data Were Available (✓)

RATING SCALE

Blank	No Importance
1	Significantly Below Average Importance
2	Somewhat Below Average Importance
3	Average Importance
4	Somewhat Above Average Importance
5	Significantly Above Average Importance
6	Critical Importance

USES

Planning	Operation	Evaluation	Finance and Budgeting	Reporting Requirements	Public Information

09 Consultative Services (continued)

( ) Institutes, workshops and special courses consultative services activities
( ) Motivational training consultative services activities
( ) Other consultative support activities (n.e.c.)

( ) ( ) What Is the Total State Vocational Education Expenditure for Nonprogrammed Charges?

10 Nonprogrammed Charges ( ) ( ) ( ) ( ) ( ) ( )

Needed ( )
( ) Grants and subsidies to local education agencies
( ) Grants to teacher education institution(s)
( ) Transfer of funds
( ) Other grants and subsidies

( ) ( ) What Is the Total State Vocational Education Expenditure for Debt Services?

11 Debt Services ( ) ( ) ( ) ( ) ( ) ( )

Needed ( )
( ) Redemption of principal
( ) Interest

( ) ( ) What Is the Total State Functional Expenditure for Vocational Education by Cost Centers?

12 Cost Centers ( ) ( ) ( ) ( ) ( ) ( )

Needed ( )
( ) Program level as a cost center
( ) Program area as a cost center
( ) Parts of VEA as a cost center
( ) Source of funds as a cost center

Agency Presently Asks Question (✓)	Agency Would Ask Question If Data Were Available (✓)	RATING SCALE	USES: Planning	Operation	Evaluation	Finance and Budgeting	Reporting Requirements	Public Information
		Blank — No Importance						
		1 — Significantly Below Average Importance						
		2 — Somewhat Below Average Importance						
		3 — Average Importance						
		4 — Somewhat Above Average Importance						
		5 — Significantly Above Average Importance						
		6 — Critical Importance						

FILE 14

( ) ( ) WHAT ARE THE STATE EDUCATION AGENCY VOCATIONAL EXPENDITURES BY ASSIGNMENT?

( ) ( ) How Is the State Education Agency Identified?

01 Identification ———— ( )( )( )( )( )( )

Needed (✓)
( ) Name
( ) SEA code

( ) ( ) What Are the Expenditures for Instructional Assignments Allocated to the SEA?

02 Instructional Expenditures ———— ( )( )( )( )( )( )

Needed (✓)
( ) Teaching assignment

( ) ( ) What Are the Expenditures for Instructional Support Assignments Allocated to the SEA?

03 Instructional Support Expenditures ———— ( )( )( )( )( )( )

Needed (✓)
( ) Curriculum specialist assignment
( ) Librarian/media assignment
( ) Library/audio-visual aide assignment
( ) School direction and management assignment
( ) Assistant school direction and management assignment
( ) Certification assignment
( ) Accreditation assignment
( ) Consultant/Supervisor assignment
( ) Program Supervisor/Coordinator assignment

( ) ( ) What Are the Expenditures for Administrative Support Assignments Allocated to the SEA?

04 Administrative Support Expenditures ———— ( )( )( )( )( )( )

Needed (✓)
( ) Commissioner/Superintendent assignment
( ) Deputy/Associate/Commissioner/Assistant Superintendent assignment
( ) Division Director/Chief assignment
( ) Bureau Head/Chief assignment

Agency Presently Asks Question (✓)

Agency Would Ask Question If Data Were Available (✓)

RATING SCALE

		USES					
		Planning	Operation	Evaluation	Finance and Budgeting	Reporting Requirements	Public Information
Blank:	No Importance						
1	Significantly Below Average Importance						
2	Somewhat Below Average Importance						
3	Average Importance						
4	Somewhat Above Average Importance						
5	Significantly Above Average Importance						
6	Critical Importance						

04 Administrative Support Expenditures (continued)

( ) Department/Office Director assignment
( ) Assistant Division Director/Chief assignment
( ) Chief Consultant/Supervisor assignment
( ) Assistant Bureau Head/Chief assignment
( ) Administrative intern assignment
( ) Administrative aide assignment
( ) Clerical assignment
( ) Legislative liaison assignment
( ) Personnel assignment
( ) Accounting assignment
( ) Analyst assignment
( ) Auditing assignment
( ) Bookkeeping assignment
( ) Purchasing assignment

( ) ( ) What Are the Expenditures for Other Support Assignments Allocated to the SEA?

05 Other Support Expenditures ———— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
( ) Evaluation assignment
( ) Planning assignment
( ) Research assignment
( ) Development assignment
( ) Stores handling assignment
( ) Statistician assignment
( ) Technical assignment
( ) Computer operator assignment
( ) Mail control assignment
( ) Records management assignment
( ) Architectural and engineering assignment
( ) Historian assignment
( ) Graphic arts assignment
( ) Editorial assignment
( ) Publications assignment
( ) Machine data processing assignment

( ) ( ) What Are the Nonprogrammed Charges Allocated to the SEA?

06 Nonprogrammed Charges ———— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
( ) Payment to other educational agencies
( ) Student stipends
( ) Employer reimbursement
( ) Transfer of funds

Agency Presently Asks Question (✓)	Agency Would Ask Question If Data Were Available (✓)	RATING SCALE	USES: Planning	Operation	Evaluation	Finance and Budgeting	Reporting Requirements	Public Information
		Blank — No Importance						
		1 — Significantly Below Average Importance						
		2 — Somewhat Below Average Importance						
		3 — Average Importance						
		4 — Somewhat Above Average Importance						
		5 — Significantly Above Average Importance						
		6 — Critical Importance						

( ) ( ) What Are the Debt Services Allocated to the SEA?

07 Debt Services ———————————— ( )( ) ( )( ) ( )( )

Needed (✓)
( ) Redemption of principal interest

Agency Presently Asks Question (✓)	Agency Would Ask Question If Data Were Available (✓)	RATING SCALE	USES: Planning	Operation	Evaluation	Finance and Budgeting	Reporting Requirements	Public Information
		Blank — No Importance 1 — Significantly Below Average Importance 2 — Somewhat Below Average Importance 3 — Average Importance 4 — Somewhat Above Average Importance 5 — Significantly Above Average Importance 6 — Critical Importance						

FILE 15

( ) ( ) WHAT ARE THE STATE EDUCATION AGENCY VOCATIONAL EXPENDITURES BY OBJECT (SERVICE OR COMMODITY)?

( ) ( ) How Is the State Education Agency Identified?

01 Identification ——— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
( ) Name
( ) SEA code

( ) ( ) What Is the Total State Vocational Expenditure for Salaries?

02 Salaries ——— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
( ) Regular salaries
( ) Temporary salaries
( ) Overtime (extended time) salaries

( ) ( ) What Is the Total State Vocational Expenditure for Employer Benefits?

03 Employer Benefits ——— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
( ) Group health or life insurance
( ) Contributions to employee retirement
( ) Others

( ) ( ) What Is the Total State Vocational Expenditure for Purchased Services?

04 Purchased Services ——— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
( ) Nonpayroll professional services
( ) Public relations services
( ) Printing and binding
( ) Property services
( ) Transportation services
( ) Communication services
( ) Fidelity and insurance bond premiums

Agency Presently Asks Question (✓)
Agency Would Ask Question if Data Were Available (✓)

RATING SCALE

Blank	No Importance
1	Significantly Below Average Importance
2	Somewhat Below Average Importance
3	Average Importance
4	Somewhat Above Average Importance
5	Significantly Above Average Importance
6	Critical Importance

USES

Planning	Operation	Evaluation	Finance and Budgeting	Reporting Requirements	Public Information

( ) ( ) What Is the Total State Vocational Expenditure for Supplies and Materials?

05 Supplies and Materials ———— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
( ) Supply items
( ) Curriculum materials

( ) ( ) What Is the Total State Vocational Expenditure for Land and Buildings?

06 Land and Buildings ———— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
( ) Land (initial expenditures)
( ) Building acquisition and improvement
( ) Site improvements other than buildings

( ) ( ) What Is the Total State Vocational Expenditure for Equipment?

07 Equipment ———— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
( ) Instructional equipment
( ) Instructional support equipment
( ) Administrative equipment

( ) ( ) What Is the Total State Vocational Expenditure for Other Expenditures?

08 Other Expenditures ———— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
( ) Redemption of principal
( ) Interest
( ) Dues and fees

( ) ( ) What Is the Total State Vocational Expenditure for Grants and Subsidies?

09 Grants and Subsidies ———— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
( ) LEA identification
( ) Dollars granted LEA
( ) Teacher education institution identification
( ) Dollars granted teacher education institution
( ) Dollars granted State Vocational Education Advisory Council
( ) Dollars granted others

Agency Presently Asks Question (✓)	Agency Would Ask Question if Data Were Available (✓)		Planning	Operation	Evaluation	Finance and Budgeting	Reporting Requirements	Public Information
		RATING SCALE						
		Blank — No Importance						
		1 — Significantly Below Average Importance						
		2 — Somewhat Below Average Importance						
		3 — Average Importance						
		4 — Somewhat Above Average Importance						
		5 — Significantly Above Average Importance						
		6 — Critical Importance						
		USES						

( ) ( ) What Is the Total State Vocational Expenditure for Transfers?

10 Transfers ——— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
( ) Fund modifications

( ) ( ) What Are the Total State Object Expenditures for Vocational Education Cost Centers?

11 Cost Centers ——— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
( ) Program level as a cost center
( ) Program area as a cost center
( ) Part of VEA as a cost center
( ) Source of funds as a cost center

Agency Presently Asks Question (✓)

Agency Would Ask Question If Data Were Available (✓)

RATING SCALE

Blank	No Importance
1	Significantly Below Average Importance
2	Somewhat Below Average Importance
3	Average Importance
4	Somewhat Above Average Importance
5	Significantly Above Average Importance
6	Critical Importance

USES

Planning | Operation | Evaluation | Finance and Budgeting | Reporting Requirements | Public Information

FILE 16

( ) ( ) WHAT ARE THE STATE EDUCATION AGENCY VOCATIONAL STAFF CHARACTERISTICS?

( ) ( ) What Is the Personal Identification and Health Data of the State Vocational Education Staff Member?

01 Personal Identification and Health Data ———— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)

( ) Legal name
( ) Social Security number or other identification number
( ) Sex
( ) Racial/ethnic background
( ) Date of birth
( ) Place of birth
( ) Military service status
( ) Citizenship status
( ) Marital status
( ) Tax information
( ) Permanent home address
( ) Other address
( ) Telephone numbers (home/other)
( ) Emergency information
( ) Date of last health examination
( ) Results of last health examination
( ) Physical disabilities or limitations
( ) Immunization record
( ) Personal injuries
( ) Other health data
( ) SEA name and code

( ) ( ) What Are the Educational Characteristics of the State Vocational Education Staff Member?

02 Educational Characteristics ———— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)

( ) Highest year of education completed
( ) Type and name of certificate(s), diploma(s), and/or degree(s) earned
( ) Institution at which each certificate, diploma, and/or degree was earned
( ) Date each certificate, diploma, or degree earned
( ) Additional credits earned beyond last degree
( ) Academic awards and honorary degrees
( ) Major field of undergraduate study
( ) Number of credit hours in major field
( ) Minor field of undergraduate study
( ) Number of credit hours in minor field

Agency Presently Asks Question (✓)

Agency Would Ask Question if Data Were Available (✓)

RATING SCALE

Blank	No Importance
1	Significantly Below Average Importance
2	Somewhat Below Average Importance
3	Average Importance
4	Somewhat Above Average Importance
5	Significantly Above Average Importance
6	Critical Importance

USES

Planning	Operation	Evaluation	Finance and Budgeting	Reporting Requirements	Public Information

02 Educational Characteristics (continued)

( ) Number of credit hours in professional education
( ) Number of credit hours in administration
( ) Number of credit hours in supervision
( ) Number of credit hours in history and philosophy of vocational education
( ) Number of credit hours in occupational analysis and curriculum construction
( ) Number of credit hours in planning and organizing of vocational education
( ) Number of credit hours in internship in teaching, supervising, or administration
( ) Number of credit hours in psychology
( ) Number of credit hours in sociology
( ) Number of credit hours in economics
( ) Number of credit hours in other areas

( ) ( ) What Are the Inservice Education/Training Experiences of the State Vocational Education Staff Member?

03 Inservice Education Training Experiences ———— ( )( ) ( )( ) ( )( )

Needed (✓)
( ) Type of inservice activity
( ) Institution/agency offering activity
( ) Date and duration of activity
( ) Award certificate or credit received on completion

( ) ( ) What Are the Education and Related Work Experiences of the State Vocational Education Staff Member?

04 Education Experiences ———— ( )( ) ( )( ) ( )( )

Needed (✓)
( ) Number of years prior teaching experience
( ) Number of years prior vocational education teaching experience
( ) Grade level(s) taught
( ) Number of years prior supervisory/administrative experience
( ) Number of years prior experience in other education-related areas
( ) Area(s) of vocational education experience
( ) Name of agency or institution in which prior experience was acquired
( ) Dates of employment for each prior agency/institution

Agency Presently Asks Question (✓)

Agency Would Ask Question If Data Were Available (✓)

RATING SCALE		USES						
		Planning	Operation	Evaluation	Finance and Budgeting	Reporting Requirements	Public Information
Blank	No Importance						
1	Significantly Below Average Importance						
2	Somewhat Below Average Importance						
3	Average Importance						
4	Somewhat Above Average Importance						
5	Significantly Above Average Importance						
6	Critical Importance						

( ) ( ) What Is the Work Experience(s) Outside of Education of the State Vocational Education Staff Member?

05 Work Experience Outside of Education ——— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
- ( ) Number of years work experience
- ( ) Number of years work experience in specified vocational areas
- ( ) Name of organization(s) in which prior work experience was acquired
- ( ) Dates of work experience for each prior organization
- ( ) Current employer (if dually employed)

( ) ( ) What Credentials Are Held by the State Vocational Education Staff Member?

06 Credentials Held ——— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
- ( ) Name of certificate/license held
- ( ) Grade/class of teaching certificate held
- ( ) Occupation(s) licensed
- ( ) Type(s) of license(s) held
- ( ) Date of issuance of certificate/license
- ( ) Issuing agency
- ( ) Date of expiration
- ( ) Curricula authorized by credentials
- ( ) Program level authorized by credentials

( ) ( ) What Is the Employment History of the State Vocational Education Staff Member?

07 Employment History ——— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
- ( ) Date of initial employment
- ( ) Number of years of employment in SEA
- ( ) Number of years in current assignment

( ) ( ) What Is the Current Employment Status of the State Vocational Education Staff Member?

08 Employment Status ——— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
- ( ) Probationary
- ( ) Temporary
- ( ) Permanent
- ( ) Other

Agency Presently Asks Question (✓) | Agency Would Ask Question If Data Were Available (✓)

RATING SCALE

Blank	No Importance
1	Significantly Below Average Importance
2	Somewhat Below Average Importance
3	Average Importance
4	Somewhat Above Average Importance
5	Significantly Above Average Importance
6	Critical Importance

USES: Planning | Operation | Evaluation | Finance and Budgeting | Reporting Requirements | Public Information

( ) ( ) What Is the Contractual Status of the State Vocational Education Staff Member?

09 Contractual Status ——— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
( ) Annual contract
( ) Multi-year contract
( ) Continuing contract
( ) Volunteer/no contract
( ) Other arrangements

( ) ( ) What Is the Salary or Wage Status of the State Vocational Education Staff Member?

10 Salary or Wage Status ——— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
( ) Contract salary or wage
( ) Other salary or wage
( ) Other types of compensation

( ) ( ) What Is the Type of Remuneration of the State Vocational Education Staff Member?

11 Type of Remuneration ——— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
( ) Per diem
( ) 12 months
( ) 10 months
( ) Other

( ) ( ) What Is the Insurance Status of the State Vocational Education Staff Member?

12 Insurance Status ——— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
( ) Health insurance
( ) Life insurance
( ) Other insurance

( ) ( ) What Are the Retirement Program Characteristics of the State Vocational Education Staff Member?

13 Retirement Program Characteristics ——— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
( ) Type of program
( ) Contribution
( ) Options

Agency Presently Asks Question (✓)	Agency Would Ask Question if Data Were Available (✓)	RATING SCALE	USES					
		Blank — No Importance 1 — Significantly Below Average Importance 2 — Somewhat Below Average Importance 3 — Average Importance 4 — Somewhat Above Average Importance 5 — Significantly Above Average Importance 6 — Critical Importance	Planning	Operation	Evaluation	Finance and Budgeting	Reporting Requirements	Public Information

( ) ( ) What Is the State Employment Service Status of the State Vocational Education Staff Member?

14 State Employment Service Status ——— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
( ) Full-time
( ) Part-time
( ) Other

( ) ( ) What Is the Current Leave Status of the State Vocational Education Staff Member in Terms of Accrued Days?

15 Leave Status ——— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
( ) Sick leave
( ) Personal leave
( ) Annual leave
( ) Other

( ) ( ) What Are the Staff Career Development Characteristics of the State Vocational Education Staff Member?

16 Staff Career Development ——— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
( ) Quality of performance
( ) Transfer or promotion position
( ) Readiness for greater responsibility
( ) Career development needs

( ) ( ) What Is the Separation History of the State Vocational Education Staff Member

17 Separation History ——— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
( ) Types of separation
( ) Reason for separation
( ) Eligibility for re-employment

( ) ( ) What Is the Current Position Assignment of the State Vocational Education Staff Member?

18 Position Assignment (FTE Allocation) ——— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
( ) Commissioner/Superintendent assignment
( ) Deputy/Associate Commissioner/Assistant Superintendent assignment
( ) Division Director/Chief assignment

Agency Presently Asks Question (✓)	Agency Would Ask Question if Data Were Available (✓)	RATING SCALE	USES					
			Planning	Operation	Evaluation	Finance and Budgeting	Reporting Requirements	Public Information
		Blank No Importance						
		1 Significantly Below Average Importance						
		2 Somewhat Below Average Importance						
		3 Average Importance						
		4 Somewhat Above Average Importance						
		5 Significantly Above Average Importance						
		6 Critical Importance						

18 Position Assignment (FTE Allocation) (continued)

( ) Bureau Head/Chief assignment
( ) Department/Office Director assignment
( ) Assistant Division Director/Chief assignment
( ) Chief Consultant/Supervisor assignment
( ) Consultant/Supervisor assignment
( ) Assistant Bureau Head/Chief assignment
( ) Program Supervisor/Coordinator assignment
( ) Administrative intern assignment
( ) Administrative aide assignment
( ) Curriculum specialist assignment
( ) Librarian/media assignment
( ) Library/audio visual aide assignment
( ) Teaching assignment
( ) Accounting assignment
( ) Analyst assignment
( ) Auditing assignment
( ) Bookkeeping assignment
( ) Purchasing assignment
( ) Evaluation assignment
( ) Personnel assignment
( ) Planning assignment
( ) Research assignment
( ) Development assignment
( ) Stores handling assignment
( ) School direction and management assignment
( ) Assistant school direction and management assignment
( ) Statistician assignment
( ) Technical assignment
( ) Computer operator assignment
( ) Machine data processing assignment
( ) Certification assignment
( ) Public relations assignment
( ) Accreditation assignment
( ) Information services assignment
( ) Clerical assignment
( ) Communication assignment
( ) Mail control assignment
( ) Records management assignment
( ) Legislative liaison assignment
( ) Architectural and engineering assignment
( ) Historian assignment
( ) Graphic arts assignment
( ) Editorial assignment
( ) Publications assignment

Agency Presently Asks Question (✓)

Agency Would Ask Question If Data Were Available (✓)

RATING SCALE

Blank	No Importance
1	Significantly Below Average Importance
2	Somewhat Below Average Importance
3	Average Importance
4	Somewhat Above Average Importance
5	Significantly Above Average Importance
6	Critical Importance

USES

Planning	Operation	Evaluation	Finance and Budgeting	Reporting Requirements	Public Information

( ) ( ) What Is the Scope of the Current Assignment(s) of the State Vocational Education Staff Member?

19 Scope of Current Assignment(s) ——— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)

( ) Out-of-state
( ) Statewide
( ) Regional-in-state
( ) Local
( ) Internal
( ) Other

( ) ( ) What Is the Activity Allocation(s) of the State Vocational Education Staff Member?

20 Activity Allocation(s) (FTE Allocation) ——— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)

( ) Agency-wide policy development activities
( ) Agency-wide policy implementation activities
( ) Internal agency coordination activities
( ) Coordination with other state agencies activities
( ) Coordination with nongovernmental agencies activities
( ) Interstate agency relations activities
( ) Agency federal relations activities
( ) Agency local relations activities
( ) Agency public relations activities
( ) Agency human rights activities
( ) Agency legislative liaison activities
( ) Agency personnel negotiations activities
( ) Preservice orientation and training management activities
( ) Fellowship, internship and traineeships management activities
( ) Institutes, workshops, conferences and special courses management activities
( ) Other general management activities
( ) Management of planning, research, development and evaluation activities
( ) Inter-agency planning activities
( ) Agency-wide planning activities
( ) State plan preparation activities
( ) Local plan review activities
( ) Curricular research activities
( ) Student achievement research activities
( ) School facilities research activities
( ) Personnel staffing research activities
( ) Inservice training and development activities
( ) Demonstration and dissemination activities
( ) Intra-agency evaluation activities
( ) Other research, development and evaluation activities

Agency Presently Asks Question (✓)	Agency Would Ask Question if Data Were Available (✓)	RATING SCALE	USES: Planning	Operation	Evaluation	Finance and Budgeting	Reporting Requirements	Public Information
		Blank — No Importance						
		1 — Significantly Below Average Importance						
		2 — Somewhat Below Average Importance						
		3 — Average Importance						
		4 — Somewhat Above Average Importance						
		5 — Significantly Above Average Importance						
		6 — Critical Importance						

20 Activity Allocation(s) (FTE Allocation) (continued)

( ) Curricular development activities
( ) Agency support services management activities
( ) Auditing services activities
( ) Mail control services activities
( ) Payroll services activities
( ) Purchasing services activities
( ) Supply services activities
( ) Personnel management services activities
( ) Property management services activities
( ) Legal services activities
( ) Legislative services activities
( ) Library services activities
( ) Statistical services activities
( ) Data systems services activities
( ) Machine data processing services activities
( ) Graphic arts services activities
( ) Publication services activities
( ) Editorial services activities
( ) Record services management activities
( ) Management of improvement and program approval services activities
( ) Teacher education program improvement activities
( ) Student teacher program improvement activities
( ) Other teacher education improvement activities
( ) Public school approval, accreditation, licensing and chartering activities
( ) Nonpublic school approval, accreditation, licensing and chartering activities
( ) Public school personnel certification and licensing activities
( ) Nonpublic school personnel certification and licensing activities
( ) Nonschool personnel certification and licensing activities
( ) Direct assistance to local personnel in preservice orientation and training activities
( ) Direct assistance to local personnel in providing fellowships/traineeships/internships activities
( ) Direct assistance to students in providing scholarships and work study opportunities activities
( ) Educational media services activities
( ) Transportation services activities
( ) Vocational rehabilitation services activities
( ) Budget review and audit services activities
( ) Civil defense services activities
( ) Operation of special schools activities
( ) Operation of postsecondary schools activities
( ) Operation of career education center activities
( ) Operation of area service center activities
( ) Operation of adult education institution activities
( ) Operation of area vocational schools activities
( ) Other school operation activities

Agency Presently Asks Question (✓)	Agency Would Ask Question If Data Were Available (✓)	RATING SCALE	USES					
			Planning	Operation	Evaluation	Finance and Budgeting	Reporting Requirements	Public Information
		Blank No Importance						
		1 Significantly Below Average Importance						
		2 Somewhat Below Average Importance						
		3 Average Importance						
		4 Somewhat Above Average Importance						
		5 Significantly Above Average Importance						
		6 Critical Importance						

20 Activity Allocation(s) (FTE Allocation) (continued)

( ) Management and distribution of VEA financial grants activities
( ) Allocation and distribution of VEA financial grants activities
( ) Allocation and distribution of state financial grants and subsidies activities
( ) Allocation and distribution of other financial resources activities
( ) Allocation and distribution of materials and equipment activities
( ) Management of consultant services activities
( ) Instructional consultative assistance activities by program areas
( ) General instructional consultative assistance activities by program levels
( ) Cooperative instructional consultative services activities
( ) Career educational consultative services activities
( ) Occupational exploration consultative services activities
( ) Education for the disadvantaged consultative services activities
( ) Education for the handicapped consultative services activities
( ) Migrant education consultative services activities
( ) Urban education instructional consultative services activities
( ) Bilingual education instructional consultative services activities
( ) Specially funded program instructional consultative services activities
( ) Guidance/counseling consultative services activities
( ) Other student support consultative services activities
( ) Educational media consultative services activities
( ) District and school organizational consultative services activities
( ) School plant facilities consultative services activities
( ) Program planning consultative services activities
( ) Program evaluation consultative services activities
( ) Management information system consultative services activities
( ) Machine data processing consultative services activities
( ) Fiscal management consultative services activities
( ) Personnel management consultative services activities
( ) Legal and legislative consultative services activities
( ) Preservice orientation and training consultative services activities
( ) Institutes, workshops, and special courses consultative services activities
( ) Motivational training consultative services activities
( ) Other consultative support activities (n.e.c.)

Agency Presently Asks Question (✓)
Agency Would Ask Question If Data Were Available (✓)

RATING SCALE

Blank	No Importance
1	Significantly Below Average Importance
2	Somewhat Below Average Importance
3	Average Importance
4	Somewhat Above Average Importance
5	Significantly Above Average Importance
6	Critical Importance

USES

Planning	Operation	Evaluation	Finance and Budgeting	Reporting Requirements	Public Information

( ) ( ) What Is the Functional Allocation(s) by Parts of VEA for the State Vocational Staff Member?

21 Functional Allocation(s) by Parts of VEA ———— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
( ) Part of the VEA –
( ) FTE functional allocations allocated to specific part of VEA

( ) ( ) What Is the Functional Allocation(s) by Program Level(s) of the Vocational Education Staff Member?

22 Functional Allocation(s) by Program Level(s) ———— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
( ) Program level
( ) FTE functional allocations by program level

( ) ( ) What Is the Functional Allocation(s) by Program Area(s) of the State Vocational Education Staff Member?

23 Functional Allocation(s) by Program Area(s) ———— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
( ) Program area
( ) FTE functional allocation by program area

( ) ( ) What Is the Functional Allocation by Source of Funds of the State Vocational Education Staff Member?

24 Functional Allocation by Source of Funds ———— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
( ) Source of funds
( ) FTE functional allocation by funds

Agency Presently Asks Question (✓)	Agency Would Ask Question If Data Were Available (✓)	RATING SCALE	USES					
			Planning	Operation	Evaluation	Finance and Budgeting	Reporting Requirements	Public Information
		Blank No Importance						
		1 Significantly Below Average Importance						
		2 Somewhat Below Average Importance						
		3 Average Importance						
		4 Somewhat Above Average Importance						
		5 Significantly Above Average Importance						
		6 Critical Importance						

FILE 17

( ) ( ) WHAT ARE THE STATE EDUCATION AGENCY VOCATIONAL PROPERTY CHARACTERISTICS?

( ) ( ) Where Is the State Site Located?

01 Site Location(s) ——— ( )( ) ( )( ) ( )( )

Needed (✓)
( ) Geographic location(s)

( ) ( ) What Uses Are Made of the State Site for Vocational Purposes?

02 Use(s) of Site for Vocational Purposes ——— ( )( ) ( )( ) ( )( )

Needed (✓)
( ) Administrative office building housing vocational education agency
( ) Instructional building
( ) Transportation building
( ) Maintenance building
( ) State operated school building
( ) Warehouse
( ) Food services building
( ) Parking

( ) ( ) Who Owns the State Site?

03 Ownership of Site(s) ——— ( )( ) ( )( ) ( )( )

Needed (✓)
( ) District owned
( ) County owned
( ) Municipally owned
( ) Nonpublically owned
( ) State owned
( ) Federally owned
( ) Other

( ) ( ) When Was the State Site Acquired?

04 Date(s) of Acquisition ——— ( )( ) ( )( ) ( )( )

Needed (✓)
( ) Date(s) of acquisition of original site
( ) Date of acquisition of each addition to original site
( ) Method of acquisition

Agency Presently Asks Question (✓)	Agency Would Ask Question if Data Were Available (✓)	RATING SCALE	USES					
			Planning	Operation	Evaluation	Finance and Budgeting	Reporting Requirements	Public Information
		Blank — No Importance 1 — Significantly Below Average Importance 2 — Somewhat Below Average Importance 3 — Average Importance 4 — Somewhat Above Average Importance 5 — Significantly Above Average Importance 6 — Critical Importance						
( )	( )	What Is the Cost of the State Site Including Improvements?						
		05 Cost(s) of Site(s)	( )	( )	( )	( )	( )	( )
		Needed (✓) ( ) Acquisition cost of land at time of purchase ( ) Total cost of outdoor service systems for site ( ) Total cost of landscaping and other site improvement ( ) Total cost of miscellaneous improvements to site ( ) Current book value of site						
( )	( )	What Is the Area of the State Site?						
		06 Area of the Site(s)	( )	( )	( )	( )	( )	( )
		Needed (✓) ( ) Total acreage of the site ( ) Total acreage used for administration ( ) Total acreage used for instruction						
( )	( )	What Is the Number of Buildings on the State Site?						
		07 Number of Buildings on Site	( )	( )	( )	( )	( )	( )
		Needed (✓) ( ) Total number of building(s) ( ) Number that are single story ( ) Number that are multiple story ( ) Date(s) of construction of each building ( ) Date(s) of additions to original construction of each building						
( )	( )	What Are the Characteristics of Each Building on the State Site?						
		08 Building Information	( )	( )	( )	( )	( )	( )
		Needed (✓) ( ) Site identification ( ) Gross square footage floor area of each building ( ) Square footage for housing state vocational education agency ( ) Square footage for vocational education office area ( ) Square footage in use for instructional services ( ) Square footage in use for warehouse services ( ) Square footage in use for food services ( ) Square footage in use for transportation						

Agency Presently Asks Question (✓)	Agency Would Ask Question If Data Were Available (✓)	RATING SCALE	USES: Planning	Operation	Evaluation	Finance and Budgeting	Reporting Requirements	Public Information
		Blank — No Importance 1 — Significantly Below Average Importance 2 — Somewhat Below Average Importance 3 — Average Importance 4 — Somewhat Above Average Importance 5 — Significantly Above Average Importance 6 — Critical Importance						
( )	( )	What Is the General Condition of Each Building on the State Site?						
		09 Building Condition	( )	( )	( )	( )	( )	( )
		Needed (✓) ( ) Satisfactory ( ) Alteration needed ( ) Anticipated useful life						
( )	( )	What Are the Costs and Values of Each Building on the State Site?						
		10 Cost(s) of Building(s)	( )	( )	( )	( )	( )	( )
		Needed (✓) ( ) Total acquisition cost of building(s) ( ) Present value of building(s)						
( )	( )	How Much of the Area of Each Building Is Used for Circulation Areas in and Between Buildings?						
		11 Circulation Areas in and Between Building(s) - Square Footage	( )	( )	( )	( )	( )	( )
		Needed (✓) ( ) Gross corridor area ( ) Covered passageways between buildings ( ) Percent of total space in building(s) used for circulation						
( )	( )	What Are the Room Characteristics Within Each Building on the State Site?						
		12 Room Characteristics	( )	( )	( )	( )	( )	( )
		Needed (✓) ( ) Building identification ( ) Room identification ( ) Room size - square footage ( ) Room type ( ) Room condition ( ) Utilization by functional activities ( ) Utilization by program level ( ) Utilization by program area ( ) Utilization by part of VEA						

Agency Presently Asks Question (✓)	Agency Would Ask Question If Data Were Available (✓)	RATING SCALE	USES						
			Planning	Operation	Evaluation	Finance and Budgeting	Reporting Requirements	Public Information
		Blank No Importance 1 Significantly Below Average Importance 2 Somewhat Below Average Importance 3 Average Importance 4 Somewhat Above Average Importance 5 Significantly Above Average Importance 6 Critical Importance						

( ) ( ) What Are the Characteristics of General Transportation and Utility Equipment Used in Vocational Education?

13 General Transportation and Utility Equipment ——— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
- ( ) Number of school buses
- ( ) Date(s) of acquisition
- ( ) Method of acquisition
- ( ) Current (book) value of each vehicle
- ( ) Condition of each vehicle
- ( ) Number of other vehicles
- ( ) Average current value of each vehicle
- ( ) Funding source

(_) ( ) What Are the Characteristics of Fixed Equipment Used in Vocational Education at the State Level?

14 Fixed Equipment ——— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
- ( ) Equipment item identification (inclusive of description)
- ( ) Acquisition date
- ( ) Method of acquisition
- ( ) Equipment cost
- ( ) Equipment condition
- ( ) Life expectancy
- ( ) Annual depreciation rate
- ( ) Current value
- ( ) Funding source
- ( ) Assignment to functional allocation
- ( ) Assignment to program level
- ( ) Assignment to program area
- ( ) Assignment by part of VEA
- ( ) Building location
- ( ) Room location

( ) ( ) What Are the Characteristics of Large Movable Tools and Equipment Used in Vocational Education at the State Level?

15 Large Movable Tools and Equipment ——— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
- ( ) Equipment item identification
- ( ) Acquisition date
- ( ) Method of acquisition
- ( ) Equipment condition
- ( ) Equipment cost
- ( ) Life expectancy
- ( ) Annual depreciation rate
- ( ) Current value

Agency Presently Asks Question (✓)

Agency Would Ask Question if Data Were Available (✓)

RATING SCALE		USES					
		Planning	Operation	Evaluation	Finance and Budgeting	Reporting Requirements	Public Information
Blank	No Importance						
1	Significantly Below Average Importance						
2	Somewhat Below Average Importance						
3	Average Importance						
4	Somewhat Above Average Importance						
5	Significantly Above Average Importance						
6	Critical Importance						

15 Large Movable Tools and Equipment (continued)

( ) Funding source
( ) Assignment to functional allocation
( ) Assignment to program level
( ) Assignment to program area
( ) Assignment by part of VEA
( ) Building location
( ) Room location

( ) ( ) What Are the Characteristics of the Books Held in Library for Reference Purposes Used in Vocational Education at the State Level?

16 Books Held in Library for Reference Purposes ——— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
( ) Total number
( ) Total cost of reference books
( ) Assignment by functional allocation
( ) Assignment by program level
( ) Assignment by program area
( ) Assignment by part of VEA

( ) ( ) What Are the Characteristics of the Small Tools and Small Equipment Used in Vocational Education at the State Site?

17 Small Tools and Small Equipment ——— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
( ) Number of individual items
( ) Assignment by functional allocation
( ) Assignment by program level
( ) Assignment by program area
( ) Assignment by part of VEA
( ) Room assignment
( ) Average unit cost
( ) Total acquisition cost

( ) ( ) What Are the Characteristics of Other Equipment Required for Vocational Education at the State Level?

18 "Other" Equipment Required ——— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
( ) Name of equipment group
( ) Number of items in group
( ) Average unit acquisition cost of equipment in group
( ) Total acquisition cost of equipment group
( ) Total current value

Agency Presently Asks Question (✓)	Agency Would Ask Question If Data Were Available (✓)	RATING SCALE	USES: Planning	Operation	Evaluation	Finance and Budgeting	Reporting Requirements	Public Information
		Blank — No Importance 1 — Significantly Below Average Importance 2 — Somewhat Below Average Importance 3 — Average Importance 4 — Somewhat Above Average Importance 5 — Significantly Above Average Importance 6 — Critical Importance						

18 "Other" Equipment Required (continued)

( ) Assignment by functional allocation
( ) Assignment by program level
( ) Assignment by program area
( ) Assignment by part of VEA

( ) ( ) What Are the Characteristics of Materials Used for Vocational Education at the State Level?

19 Materials ———— ( ) ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
( ) Name of materials group
( ) Number of items in group
( ) Average unit acquisition cost of materials in group
( ) Total acquisition cost of materials group
( ) Total current values
( ) Assignment by functional allocation
( ) Assignment by program level
( ) Assignment by program area
( ) Assignment by part of VEA

( ) ( ) What Are the Characteristics of Supplies Used for Vocational Education at the State Level?

20 Supplies ———— ( ) ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
( ) Name of supply group
( ) Number of items in group
( ) Average unit acquisition cost of items in group
( ) Total acquisition cost of supply groups
( ) Total current value
( ) Assignment by functional allocation
( ) Assignment by program level
( ) Assignment by program area
( ) Assignment by part of VEA

Agency Presently Asks Question (✓)	Agency Would Ask Question If Data Were Available (✓)	RATING SCALE		USES					
				Planning	Operation	Evaluation	Finance and Budgeting	Reporting Requirements	Public Information
		Blank	No Importance						
		1	Significantly Below Average Importance						
		2	Somewhat Below Average Importance						
		3	Average Importance						
		4	Somewhat Above Average Importance						
		5	Significantly Above Average Importance						
		6	Critical Importance						

FILE 18

( ) ( ) WHAT ARE THE GENERAL CHARACTERISTICS OF THE STATE?

( ) ( ) How Is the State Identified?

01 State identification ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
( ) State name
( ) State code

( ) ( ) How Is the State Divided Geographically?

02 Areal Information ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
( ) Land area
( ) Number of state economic areas
( ) Number of labor market areas
( ) Number of counties or equivalent governmental units
( ) Number of secondary school districts by type and size
( ) Number of postsecondary districts by type and size
( ) Number of state planning regions
( ) Areal location of state planning region
( ) Number and identification of SMSAs
( ) Number of Congressional districts
( ) Areal location of Congressional districts
( ) Areal location of CETA prime sponsor areas

( ) ( ) What Are the General Population Characteristics of the State?

03 General Population Characteristics ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
( ) Total population
( ) Total projected population
( ) Population density
( ) Age-specific population
( ) Age-specific population projections
( ) Sex-specific population
( ) Sex-specific population projections
( ) Age, sex specific population
( ) Age, sex specific population projections
( ) Sex ratio
( ) Population increase (decrease)
( ) Percentage annual increase (decrease)

Agency Presently Asks Question (✓)	Agency Would Ask Question If Data Were Available (✓)	RATING SCALE	Planning	Operation	Evaluation	Finance and Budgeting	Reporting Requirements	Public Information
		Blank No Importance 1 Significantly Below Average Importance 2 Somewhat Below Average Importance 3 Average Importance 4 Somewhat Above Average Importance 5 Significantly Above Average Importance 6 Critical Importance	USES					

03 General Population Characteristics (continued)

( ) Median age
( ) White population
( ) Black population
( ) Indian population
( ) Other population
( ) Foreign-born population
( ) Ratio of population ages 5-15 to population ages 16-64
( ) Ratio of population under 18 and over 65 to population ages 18-64
( ) Ratio of number of children ages 1-5 to number ages 10-14
( ) Urban population
( ) Rural farm population
( ) Rural nonfarm population
( ) Percent change in urban population
( ) Percent change in rural population

( ) ( ) What Are the Vital Statistics of the State?

04 Vital Statistics ———— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
( ) Annual births
( ) Crude birth rate
( ) Annual deaths
( ) Crude death rate
( ) Annual infant deaths
( ) Infant mortality rate
( ) Natural population increase (decrease)
( ) Age-specific birth rate
( ) Age-specific death rate
( ) Net migration
( ) Annual divorces and annulments
( ) Divorce and annulment rate
( ) Annual suicides by age and socioeconomic characteristics
( ) Delinquencies by age and socioeconomic characteristics
( ) Drug arrests of juveniles

( ) ( ) What Are the Household Characteristics of the State Population?

05 Household Characteristics ———— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
( ) Number of households
( ) Average size per household
( ) Percent of families which are husband-wife families
( ) Percent of children under 18 living with both parents

Agency Presently Asks Question (✓)
Agency Would Ask Question if Data Were Available (✓)

RATING SCALE

Blank	No Importance
1	Significantly Below Average Importance
2	Somewhat Below Average Importance
3	Average Importance
4	Somewhat Above Average Importance
5	Significantly Above Average Importance
6	Critical Importance

USES: Planning | Operation | Evaluation | Finance and Budgeting | Reporting Requirements | Public Information

05 Household Characteristics (continued)

( ) Percent of families with members under 18 who have female heads
( ) Percent of children under 18 living with their parents but the father is not present as the household head
( ) Percent of families with member under 18 years of age
( ) Percent of children under 18 in housing with one or more persons per room
( ) Median persons per room
( ) Percent of occupied housing units with 1.01 or more persons per room
( ) Percent of rental housing with a monthly contract rent of $80 or less
( ) Average value of owner-occupied housing
( ) Percent of occupied housing units occupied by owner
( ) Percent of occupied housing that is black occupied
( ) Median family income
( ) Percent of all families with income less than poverty level
( ) Number of families with children under 18 who have family income less than poverty level
( ) Percent of all households with income less than poverty level
( ) Percent of families with annual income of $10,000 or less
( ) Percent of families with annual income in excess of $10,000

( ) ( ) What Are the Employment Characteristics of the State Population?

06 Employment Characteristics of Population ———— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
( ) Civilian labor force
( ) White civilian labor force by sex
( ) Black civilian labor force by sex
( ) Male civilian labor force by age
( ) Female civilian labor force by age
( ) Labor force participation rate by age, sex and race
( ) Unemployment rate by age, sex and race
( ) Characteristics of the unemployed
( ) Employment by occupations
( ) Average hours and earnings by industry
( ) Percentage change in occupational employment classifications over a specified number of years
( ) Employment by industrial grouping
( ) Percentage change in industrial employment classifications over a specified number of years
( ) Mobility patterns of work force (geographical and occupational)

Agency Presently Asks Question (✓)	Agency Would Ask Question If Data Were Available (✓)	RATING SCALE	Planning	Operation	Evaluation	Finance and Budgeting	Reporting Requirements	Public Information
		Blank — No Importance 1 — Significantly Below Average Importance 2 — Somewhat Below Average Importance 3 — Average Importance 4 — Somewhat Above Average Importance 5 — Significantly Above Average Importance 6 — Critical Importance	USES					

( ) ( ) What Are the Current Employment Opportunities Available to the State Population?

07 Current Employment Opportunities ———— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
- ( ) Job vacancies by occupations
- ( ) Job vacancies by industry
- ( ) Indicator of labor supply by occupations
- ( ) Names and addresses of firms by occupations
- ( ) Names and addresses of firms by industry
- ( ) Hiring agents for significant occupation
- ( ) Typical job duties by specific occupation
- ( ) Characteristics of worker customarily hired in the occupation
- ( ) Licensure, credentials and certificate requirements for specific occupations
- ( ) Union affiliation by occupation
- ( ) Apprenticeship opportunities by occupation
- ( ) Training opportunities by industry
- ( ) Listing of employers who conduct OJT
- ( ) Employers who customarily hire workers from specific applicant groups
- ( ) Hiring channels customarily needed for specific occupations
- ( ) Hiring practices of significant employers
- ( ) Prevailing wage rates for selected occupations
- ( ) Geographic location of "job centers" and "industry centers"
- ( ) Labor demand-supply relations for selected occupations

( ) ( ) What Is the State Employment Prospect?

08 Employment Prospect ———— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
- ( ) Anticipated short-term (one year) labor demand by occupation
- ( ) Anticipated longer-term (five years) labor demand by occupation
- ( ) Anticipated short-term (one year) labor supply by occupation
- ( ) Anticipated longer-term (five years) labor supply by occupation
- ( ) Longer-term employment projects by industry
- ( ) Anticipated changes in typical job duties for selected occupations
- ( ) Anticipated changes in characteristics of "worker customarily hired" in occupation

Agency Presently Asks Question (✓)	Agency Would Ask Question If Data Were Available (✓)	What Are the Educational Characteristics of the State Population?	Planning	Operation	Evaluation	Finance and Budgeting	Reporting Requirements	Public Information
		RATING SCALE — Blank: No Importance; 1: Significantly Below Average Importance; 2: Somewhat Below Average Importance; 3: Average Importance; 4: Somewhat Above Average Importance; 5: Significantly Above Average Importance; 6: Critical Importance — **USES**						
( )	( )	09 Educational Characteristics	( )	( )	( )	( )	( )	( )

Needed (✓)

- ( ) Total number of public schools by school organization
- ( ) Total number of nonpublic schools by school organization
- ( ) Total number of public schools offering a vocational education program by school organization
- ( ) Total number of private schools offering a vocational education program
- ( ) Median years schooling completed, white (black) males
- ( ) Median years schooling completed, white (black) females
- ( ) Total number of male (female) population 25 and above graduated from college
- ( ) Total number of male (female) population 25 and above attended college but did not graduate
- ( ) Total number of male (female) population 25 and above graduated from high school
- ( ) Total number of male (female) population 25 and above attended high school but did not graduate
- ( ) Total number of male (female) population completing less than fifth grade
- ( ) Public school enrollment, grades K-8
- ( ) Total number of private schools, grades K-8
- ( ) Private school enrollment, grades K-8
- ( ) Public school enrollment, grades 9-12
- ( ) Total number of private schools, grades 9-12
- ( ) Private school enrollment, grades 9-12
- ( ) Total number of proprietary schools
- ( ) Proprietary school enrollment
- ( ) Total number enrolled in community colleges per 1000 population ages 16-24, 25-54 and 55 and over
- ( ) Total number enrolled in senior colleges and universities per 1000 population ages 16-24, 25-54 and 55 and over
- ( ) Total number enrolled in community colleges per 100 high school graduates
- ( ) Total number of annual high school graduates enrolled in senior colleges
- ( ) Total number of annual high school graduates enrolled in community colleges and technical institutes
- ( ) Total number of annual high school graduates enrolled in trade, business, nursing schools
- ( ) Total number of annual high school graduates who are gainfully employed
- ( ) Total number of enrollees in college transfer programs per 100 enrollees in community colleges

Agency Presently Asks Question (✓)

Agency Would Ask Question if Data Were Available (✓)

RATING SCALE

Blank	No Importance
1	Significantly Below Average Importance
2	Somewhat Below Average Importance
3	Average Importance
4	Somewhat Above Average Importance
5	Significantly Above Average Importance
6	Critical Importance

USES

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09 Educational Characteristics (continued)

( ) Total number of enrollees in general education programs per 100 enrollees in community colleges
( ) Total number of enrollees in technical programs per 100 enrollees in community colleges
( ) Total number of enrollees in vocational programs per 100 enrollees in community colleges
( ) Total number of enrollees in adult basic extension courses per 100 population ages 18-64
( ) Total number of males (females) ages 16-21 years old who are not enrolled in school per 100 males ages 16-21
( ) Total number of enrollees in secondary vocational education per 100 secondary enrollees
( ) Total number of males (females) ages 16-21 years old who are not high school graduates per 100 males ages 16-21
( ) Total number of males (females) ages 16-21 years old who are unemployed or not in labor force per 100 males not enrolled in school

( ) ( ) What Are the General State Economic Characteristics?

10 General Economic Characteristics ———— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)

( ) Number employed and taxable payroll by industrial groups
( ) Percentage change in number employed and taxable payroll for selected years
( ) Per capita income
( ) Total bank deposits
( ) Total bank loans
( ) Percentage change in total bank deposits
( ) Number of commercial farms
( ) Value of farm products sold (including livestock)
( ) Number of farm operators working off farm more than 100 days
( ) Average sales per farm
( ) Average value of farm
( ) Auto registration
( ) Truck registration
( ) Savings capital of savings and loan associations
( ) Value added by manufacturers
( ) Value of minerals produced
( ) Percentage change in value added by manufacture for selected years
( ) Total retail sales
( ) Per capita retail sales
( ) Percentage change in total retail sales for selected years

Agency Presently Asks Question (✓)

Agency Would Ask Question If Data Were Available (✓)

RATING SCALE

Blank	No Importance
1	Significantly Below Average Importance
2	Somewhat Below Average Importance
3	Average Importance
4	Somewhat Above Average Importance
5	Significantly Above Average Importance
6	Critical Importance

USES

Planning	Operation	Evaluation	Finance and Budgeting	Reporting Requirements	Public Information

10 General Economic Characteristics (continued)

( ) Total dollar value wholesale sales
( ) Percentage change in total dollar value wholesale sales for selected years
( ) Building permits per year
( ) Capital investment by industry group

( ) ( ) What Are the Economic Characteristics of State Government?

11 Economic Characteristics of State Government ———— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)

( ) State government annual revenue by source
( ) Annual expenditures by expenditure categories
( ) Bonded indebtedness
( ) Bonded indebtedness limit
( ) Capital improvement budget
( ) Total tax levies by types of taxes
( ) Total property tax rates for specified school purposes
( ) Local government shares of state administered tax levies by types of taxes
( ) Per capita bonded indebtedness
( ) Ratio bonded indebtedness to bonded indebtedness limit
( ) Total revenue from state sources
( ) Total revenue from federal sources

( ) ( ) What Is the Statewide Revenue Base for Schools?

12 Revenue Base for Schools ———— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)

( ) Total assessed value of all property subject to taxation
( ) Percentage change in assessed valuation for selected years
( ) Total assessed value of real property
( ) Total assessed value of tangible personal property
( ) Official property assessment ratio by local governmental unit
( ) Property tax rate by local governmental unit
( ) Total property tax levied for schools
( ) Ratio of total property taxes levied for schools to total property taxes levied for all purposes
( ) Value of tax exempt property
( ) Total local expenditures for public school education

Agency Presently Asks Question (✓)

Agency Should Ask Question if Data Were Available (✓)

RATING SCALE

Blank	No Importance
1	Significantly Below Average Importance
2	Somewhat Below Average Importance
3	Average Importance
4	Somewhat Above Average Importance
5	Significantly Above Average Importance
6	Critical Importance

USES

Planning	Operation	Evaluation	Finance and Budgeting	Reporting Requirements	Public Information

12 Revenue Base for Schools (continued)

( ) Per capita local expenditures for public school education by local educational unit
( ) Per capita state expenditures for public school education by local educational unit
( ) Per capita federal expenditures for public school education by local educational unit

( ) ( ) What Is the Statewide Local Political Support for Education?

13 Political Support ——— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
( ) Voter registration by party
( ) Voter ratio
( ) Votes cast in last three local elections
( ) Votes cast in school operating levy (local elections) last three elections

( ) ( ) What Is the Statewide Inventory of Vocational Training Resources?

14 Inventory of Vocational Training Resources ——— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
( ) Number of training slots in business and industry
( ) Number of training slots in civilian governmental agencies
( ) Number of training slots in private agencies and organizations
( ) Number of training slots in military installations
( ) Number of training slots by prime sponsors under CETA

( ) ( ) What Are the Characteristics of the CETA Programs?

15 Characteristics of CETA Programs ——— ( ) ( ) ( ) ( ) ( ) ( )

Needed (✓)
( ) Total amount of CETA Title I funds
( ) Allocation of CETA Title I funds by prime sponsor area
( ) Allocation of five-percent supplemental vocational education monies by prime sponsor area
( ) Method used by state in allocation of supplemental vocational education funds
( ) Restrictions imposed by state on expenditure of five-percent monies

APPENDIX

KEY DEFINITIONS

Activity
The kind of work staff members perform on specific job assignments within the LEA. IV, p. 52.

Assignment
A specific group of activities for which a staff member has been given responsibility. IV, p. 100.

Adult Preparatory (Part-Time Study)
A program designed to provide training for persons who have already entered the labor market or are unemployed but need retraining in preparing for a new occupation. VEI, No. III, p. 55.

Adult Supplementary (Part-Time Study)
A program designed to provide training for persons who have already entered the labor market and need training to be updated or upgraded to achieve stability or advancement in their current employment. VEI, No. III, p. 55.

Adult Apprentice
A program designed to provide training for persons who have already entered the labor market, are currently employed, and need additional technical training to achieve journeyman status. Project definition.

Cost Center
The smallest segment of a program that is separately recognized in the agency's records, accounts, and reports. Program-oriented budgeting, accounting, and reporting aspects of an information system are usually built upon the identification and use of a set of cost centers. II, p. 123.

Curriculum and Instruction Code
A coding system which provides a distinct identity for each subject matter area and for each of the classified items of information within it. Handbook 6, p. 106.

Direct Assistance
Activities, aside from consultative services, designed to assist LEA students and staff. Handbook VII, p. 105 (modified).

Debt Services
Expenditures for the retirement of debt and expenditures for interest on debt, except principal and interest of current loans. II, p. 124.

Disadvantaged
Persons who have academic, socioeconomic, cultural, or other handicaps (excluding physical or mental) that prevent them from succeeding in regular vocational education or consumer and homemaking programs designed for persons without such handicaps and who for that reason require specially designed educational programs or related services. VEI, No. III, p. 55.

Elementary
A program designed for children, grade 6 and below. VEI, No. III, p. 55.

Evaluation (General)
The process of ascertaining or judging the value or amount of an action or an outcome by careful appraisal of previously specified data in light of the particular situation and the goals and objectives previously established. II, p. 126.

Evaluation (Curriculum)
Evaluation generally involves an appraisal of current status and a comparison of this status with (a) the extent to which it attains predetermined objectives and purposes, (b) appropriate criteria or standards, (c) previous status, or (d) current status of others. Evaluation findings frequently provide the basis for activities undertaken to improve the instructional program of the school system. VI, p. 71.

Expenditures
Charges incurred, whether paid or unpaid, which are presumed to benefit the current fiscal year. II, p. 126.

Full-Time Equivalency (Functional Allocation)

The amount of time for a less-than-full-time activity divided by the amount of time normally required in a corresponding full-time activity. Full-time equivalency usually is expressed as a decimal fraction to the nearest tenth. Relative percentage of time spent according to function performed. IV, p. 106.

Handicapped

Persons who are mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, crippled, or other health impaired persons who by reason of their handicapping condition cannot succeed in a regular vocational or consumer and homemaking program designed for persons without such handicaps, and who for that reason require special educational assistance or a modified vocational or consumer and homemaking education program. VEI, No. III, p. 55.

Local Educational Agency

A board of education or other legally constituted local school authority having administrative control and direction of public elementary or secondary schools in a city, county, township, school district, or political subdivision in a State, or any other public educational institution or agency having administrative control and direction of a vocational education program. Vocational Education Amendments of 1968.

Local Education Agency Service Area

Refers to the geographic area served by the LEA in terms of target population characteristics, the geographic coverage of vocational curricula, the employment characteristics of the population, and opportunities for employment.

Nonprogrammed Charges

Conduit-type (outgoing transfers) payments from SEAs to LEAs to other LEAs or administrative units in the state or in another state, and transfers from one found to another fund in the LEA. Handbook II, 49 (modified).

Object

The service or commodity obtained as the result of a specific expenditure. II, p. 30.

OE Instructional Program

An instructional program is defined as instruction in one or more classes or blocks of time having a distinct code number, under an appropriate occupational classification (or special program) for a specific instructional level or target population in a particular educational institution. U. S. Office of Education, Form 346-3.

Parts of Vocational Education Act (VEA)

Part A Disadvantaged

STATE PROGRAMS

Part B1 Secondary
Part B2 Postsecondary
Part B3 Adult
Part B4A Disadvantaged
Part B4B Handicapped
Part B5 Construction
Part B6 Guidance and Counseling
Part B7 Contracted Instruction
Part B8 Auxiliary Services

RESEARCH (STATE)

Part C1 Research Coordination
Part C2 New Grants
Part C3 Cont. Projects

EXEMPLARY (STATE)

Part D1 Disadvantaged
Part D2 Handicapped
Part D3 New Projects
Part D4 Continuing Projects

CONSUMER AND HOMEMAKING

Part F1 Depressed Areas
Part F2 Disadvantaged
Part F3 Handicapped
Part F4 Other

COOPERATIVE

Part G1 Employer Reimbursement
Part G2 Disadvantaged
Part G3 Handicapped
Part G4 Other

WORK STUDY

Part H1 Administration
Part H2A Disadvantaged
Part H2B Handicapped
Part H3 Other

Post-School Outcomes

Information concerning post-school outcomes includes such items as completion status, current employment status, current educational status, current salary or wage, job and/or school satisfaction, information on present employment, and employer evaluation of job performance of vocational completers and early leavers. Project definition.

Postsecondary

A program designed primarily for youth or adults who have completed or left high school and who are available for an organized program of study in preparation for entering the labor market. VEI No. III, p. 55

Pre-Postsecondary

A secondary vocational education program with a special academic component designed for specific preparation for postsecondary occupational education programs. VEI No. III, p. 55

Program Area

The classification of occupational subject-matter includes seven major program areas: Agriculture, Distributive Education, Health Occupations Education, Home Economics, Office Occupations, Technical Education, and Trade and Industrial Occupations. Project definition.

Program Level

Vocational instructional curricula are offered at the following levels: Elementary, Middle/Junior High, High School, Postsecondary, and Adult. Project definition.

Property

The land, buildings and equipment under the jurisdiction and control of State Education agencies, school districts and any other units that operate schools. III, p. 3 (Modified)

School

A division of the LEA consisting of a group of students organized as one unit with one or more teachers to give instruction of a defined type, and housed in a school plant of one or more buildings.

Secondary

A program designed for high school youth including grades 7-12. VEI No. III, p. 35

Source of Funds (Revenue)

Described in this dimension are the various origins of revenue for a local LEA. Included are sources from the local government, the intermediate governmental units such as counties and boroughs, from the state, from the federal government, and from other sources. II, p. 51.

State Education Agencies

The organizations established by law for the primary purpose of carrying out at least a part of the educational responsibilities of the State. They are characterized by statewide jurisdiction and may be composed of a State board, chief executive officer, and staff. Some State education agencies may lack one or two of these three elements, but in any case there must be either a board or a chief executive officer. The term "commission" is sometimes used synonymously with "board." Handbook II, p. 84

Vocational Education

The term 'vocational education' means vocational or technical training or retraining which is given in schools or classes (including field or laboratory work and remedial or related academic and technical instruction incident thereto) under public supervision and control or under contract with a State board or local educational agency and is conducted as part of a program designed to prepare individuals for gainful employment as semiskilled or skilled workers or technicians or subprofessionals in recognized occupations and in new and emerging occupations or to prepare individuals for enrollment in advanced technical education programs, but excluding any program to prepare individuals for employment in occupations which the Commissioner determines, and specifies by regulation, to be generally considered professional or which requires a baccalaureate or higher degree; and such term includes vocational guidance and counseling (individually or through group instruction) in connection with such training or for the purpose of facilitating occupational choices; instruction related to the occupation or occupations for which the students are in training or instruction necessary for students to benefit from such training; job placement; the training of persons engaged as, or preparing to become, teachers in a vocational education program or preparing such teachers to meet special education needs of handicapped students; teachers, supervisors, or directors of such teachers while in such a training program; travel of students and vocational education personnel while engaged in a training program; and the acquisition, maintenance, and repair of instructional supplies, teaching aids, and equipment, but such term does not include the construction, acquisition, or initial equipment of buildings or the acquisition or rental of land. Vocational Education Act of 1968, Sec. 108

Vocational Education Completer

A student who has successfully completed the required sequence for vocational instruction in his program of study and graduated or a student who has completed vocational program requirements and left school at the end of the year, without graduating. U. S. Office of Education, Form 346-3

Vocational Education Curriculum

The sum total of organized educational experiences provided for learners, in order to prepare them for entrance and/or growth in specified occupations. Project definition.

Vocational Education Early Leaver

A student who has terminated his training in a program prior to normal completion time but who has gained marketable skills and has been employed full time in the field for which he has been trained. U. S. Office of Education Form 346-3. Also applies to students who withdraw from the curriculum and remain in school or withdraw from the curriculum and leave school without marketable skills, or students who withdraw from junior colleges, adult education programs, or other instructional programs prior to completion. Handbook V, p. 4-62, 63, 64 (Modified)

Vocational Education Expenditures

Charges incurred, whether paid or unpaid which are presumed to benefit the current fiscal year directly attributable to the conduct of vocational education whether direct or indirect. II, p. 126 (modified)

Vocational Education Staff

Persons whose relationship with the LEA or SEA meets the following criteria: (1) Perform activities or provide services under the direction or control of the agency's governing authority, for compensation or on a volunteer basis. (2) Are considered as employees for the purpose of workmen's compensation, the Federal Insurance Contribution Act, and wage or salary tax withholdings and who can be allocated by activity or assignment to the conduct of vocational education. IV, p. 113 (modified)

Vocational Education Student

A student is defined as an individual for whom instruction is provided in a vocational curriculum under the jurisdiction of a school. VI, p. 3 (modified)

Work Study Program

A school program designed to provide employment for students who could not continue in school without the financial support provided through a job. The employment may or may not be curriculum-related. IV, p. 116.

Sources of Key Definitions

National Center for Education Statistics
State Educational Records and Reports Series

Handbook II - Financial Accounting: Classifications and Standard Terminology for Local and State School Systems

Handbook III - Property Accounting for Local and State School Systems

Handbook IV - Staff Accounting Classifications and Standard Terminology for Local and State School Systems

Handbook V - Student Accounting: A Handbook of Standard Terminology and a Guide for Using Student Information in Elementary School Systems

Handbook VI - Standard Terminology for Curriculum and Instruction in Local and State School Systems

Handbook VII - The State Education Agency: A Handbook of Standard Terminology and a Guide for Recording and Reporting Information about State Education Agencies

United States Office of Education Reporting Form 346-3 4/74.

Vocational Education Amendments of 1968, PL90-576, Section 108.

Vocational Education Information No. III, p. 55.

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